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ABSTRACT

Placement service rationale and organization of the Western Computer Assisted Placement Service (WCAPS) of Baltimore County, Maryland, are described in this manual. (The overall focus of WCAPS is to provide junior and senior high school students, through existing programs, a method of matching their career goals with an occupational setting where maximum growth will occur.) The manual consists of samples of forms and procedures used in working with students and counselors, procedures used in working with teacher-coordinators, materials and procedures for working with business and industry, other forms used in internal operation, pre-employment materials and procedures, and school public relations bulletins. (TA)

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JOB PLACEMENT MANUAL

Project No.: U.S. Office of Education VO269VZ
Grant or Contract No.: OEG-0-74-1647

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

A Part of the Career Center
Western Vocational-Technical Center
Board of Education on Baltimore County
100 Kenwood Avenue
Baltimore, Maryland 21228

Research Project in Vocational Education Conducted Under
Part C of Public Law 90-567

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Superintendent of Schools

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CE 010 077

FOREWORD

The Western Computer Assisted Placement Service began in the latter part of 1974. It was an idea, whose time had come. There was, and is, a crying need to help seniors and graduates to find worthwhile employment. While a machinery existed to help those going on to college, none was available for those seeking employment.

The Placement Service was begun with a Federal grant. Advisory Committees were established and the positions of manager and job developers were advertised and filled.

Soon procedures were established, people were contacted and the wheels began to turn. Publicity was sent forth to the businesses, industries, schools, students, and the general public. Most of the people in the various sectors were overwhelming in their cooperation.

The teacher-coordinators in the various schools began to use **WCAPS** extensively during the fall of 1975. Working together, the job developers and teacher-coordinators, placed students faster. This helped to free important time that could be better spent supervising those students who are working part-time in a cooperative program.

The job developers began to place the 1975 graduates, businesses began calling with their openings without being solicited, and **WCAPS** was on its way.

ACKNOWLEDGMENTS

Prime acknowledgments must go to the students, teachers, counselors and teacher-coordinators in the cooperating schools. Without their help and understanding, the Western Computer Assisted Placement Service could not have progressed and improved over the past year.

A very real debt of gratitude must also be extended to

Mr. Raymond A. Wasil, Director
Job Placement Department
Akron-Summit Board of Education, Ohio

He and his colleagues pioneered much of the organization set forth in this manual.

Bernard T. Barrett
Constance Y. Brown
Carol A. Tabeling
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Mr. Denzil Huff
Lansdowne Senior High School
Mr. Gene Hoover
Lansdowne Senior High School
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Woodlawn Senior High School
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Woodlawn Senior High School

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Mr. Samuel E. Clopper
Catonsville Senior High School
Mr. Arthur E. Petersen
Johnnycake Junior High School
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Franklin Senior High School
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Mr. Frank N. Truechet
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Lansdowne Senior High School
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Mr. Louis Kaminski
Woodlawn Senior High School
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Grateful acknowledgment is also extended to the various departments, instructors, and students at Western Vocational-Technical Center for their excellent cooperation and assistance in a multiplicity of ways.

More specifically, there is real indebtedness to the following Western Vocational-Technical Center personnel:

Mr. Kenneth H. Smith
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Mr. Walter Kramme
Assistant Principal
Mr. Bernard Barrett
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Guidance, Employment Center, Career Center
Mr. Kenneth Burch
Department Chairman
Data Processing, Keypunch, Medical Secretary, Cosmetology, Graphics
Mr. Richard Grace
Department Chairman
Drafting, Food Services, Child Care

Mr. Walter Hammond
Department Chairman
Machine Occupations, Horticulture
Mr. Raymond Phoebus
Department Chairman
Service Occupations, Mechanical Occupations
Electronics
Mr. Gaylord Tarr
Department Chairman
Construction
Mr. Walter Brown
Counselor
Mrs. Sonia Caplan
Career Center Aide
Mr. Michael Bailey
Teacher, Offset Printing
Mr. John Benton
Teacher, Services Workshop
Mr. Juergen Beste
Teacher, Food Services
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Teacher, Food Service
Mrs. Shirley Ebersole
Teacher, Keypunch
Mr. William Eney
Teacher, Electronics
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Teacher, Electricity
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Teacher, Data Processing
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Mr. Art Hallock, Computer Operator
Miss Carlisa Hawkins, Keypunch Operator
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SECTION A

PLACEMENT SERVICE RATIONALE ORGANIZATION

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

Problem Statement

The form of education in the Baltimore County senior high schools is in the process of change. One aspect of this change is the increased emphasis on the value of work experience as a part of many students' education while they are still enrolled. The number of job-oriented programs available to students has greatly increased. program waivers have come into being, more programs with work-study as a goal now exist, and the schools are assuming a responsibility for the work adjustments of students who leave school. This multiplicity of programs has resulted in a confusing situation for employers, school-based personnel, the public, and the students themselves.

Baltimore County is a rapidly growing suburban area which is typical of areas around most of our large cities. Growth has followed the building of transportation arteries and formed pockets of commercial and industrial growth. Information on the direction of the employment change is nonexistent for the area where most of our students seek employment. The most recent survey was made by **CAMPS** for the city of Baltimore. While this material may be useful to the city of Baltimore, it is limited in scope and does not address itself to the specific geographic area in which our graduates have found employment.

The employment efforts made by diverse educational groups in the Southwestern area of Baltimore County have been inefficient and counterproductive in assisting student employment efforts. Within the geographical area where most of our students gain employment, there are seventeen different county high school sponsored work-study options, five junior high work programs, two special education job developers, thirty-two vocational center work programs with three job developers, six

job supervisors, and four community college work-study programs with a coordinator. Under an uncoordinated program, an employer could have had as many as twenty-five educational representatives calling in order to develop jobs for their clients. This project is designed to alleviate some of the duplicated efforts that result from a lack of coordination.

In addition to these duplicated efforts, there are 2500 senior high students who are eligible to participate in senior waiver programs designed to provide alternate education programs for students. The school system estimates that about twenty per cent of these seniors will be seeking employment during the school year. Seniors who participate in this program, after a determination by their parents and school authorities, are permitted to either enroll in college credit programs or work for a portion of their future career interests. Graduates from the community college and the five local high schools further clouded the employment picture, with a possible June graduation each year of 3200 total students.

The dropout rate from high schools with this population has been a fairly standard five per cent per year, and these hard-to-place students, largely unserved by any public body, become a part of our potential work force.

At the present time, the following work-oriented programs are in operation at the ten junior and senior high schools—Arbutus Junior, Catonsville Junior, Catonsville Senior, Johnny cake Junior, Lansdowne Senior, Milford Mill Senior, Randallstown Senior, Sudbrook Junior, Woodlawn Junior, and Woodlawn Senior.

Diversified Occupations..... (4 schools)
Distributive Education..... (2 schools)
Cooperative Office Practice..... (3 schools)
Vocational Carpentry..... (1 school)
Vocational Horticulture.....(1 school)
Career Development Program.....(1 school)
Career Oriented Program.....(5 schools)

These programs give students an opportunity to become productive members of society for a portion of their last year in school. In addition,

Western Vocational-Technical Center has thirty-two programs serving the same five-school area. Each of these programs is based upon locating employment in selective fields during the senior year.

Catonsville Community College is also located within the area served by Western and has twenty-seven career programs which teach vocational skills at a more technical level. In addition to the four formal cooperative programs in Electrocincs, Data Processing, Architectural and Industrial Design, and General Education, CCC has many part-time students who hold full-time jobs in their field.

Five junior high schools, Arbustus, Catonsville, Johnnycake, Sudbrook and Woodlawn, have career programs for selected dropout-prone ninth-grade students. This involves part-time work experience, either in-house or at selected sites during the school day. Special education students are placed by two job development people working with special education placement only, but calling on the same group of employers.

For three years, Western Center operated a summer program for disadvantaged and handicapped junior high school students. Eligibility categories for this exploratory vocational program where: (1) two years behind grade level, (2) two years behind in reading, (3) physically handicapped, or (4) special education. Western Center has found that approximately twelve per cent of the ninth grade population falls into these categories. While some of these students have achieved success in our regular programs, the majority do not have the abilities required. Curriculum needs to be developed to train these students for existing occupations, but before this can be done, we must uncover the available employment where they could function successfully.

Description of Program

The focus of the Computer Assisted Placement Service is to provide students, through existing programs, a method of matching their career goals with an occupational setting where maximum growth will occur. Existing personnel in participating schools will conduct a preliminary

survey of area business establishments to determine the present and probable future job openings. Eligible students at participating schools register for the service. Computerization of this information to use as a base will provide Job Developers with direction for their efforts. Each Job Developer will be assigned to work with specific companies to locate opportunities for student employment. As jobs are located, a cooperating school with students registered who fit the employment needs would be assigned to send out applicants for placement. As jobs are located and filled, a continuous up-dating of information in the computer will provide statistical data for future counseling and program planning.

Objectives

1. To serve as a job locating service to students for
   a. career exploration through volunteer and paid limited duration positions
   b. permanent placement for graduates and those terminating before completion of a program
2. To provide employers with a single source of initial contact with potential employees in the Southwestern area of the county to facilitate
   a. controlling the number of students sent to a specific job
   b. making **all** area employers aware of school-sponsored work programs
   c. centralizing the operation and administration of placement activities
   d. improving relationships with potential employers
3. To gather and maintain current information on area job needs for
   a. future career planning by students
   b. future vocational-technical planning
4. To relieve job coordinators of some job seeking functions so that they may
   a. provide students with closer job supervision
   b. handle larger loads of students
   c. facilitate the maintenance of records on student experiences and employer cooperation
   d. work with employers to improve the quality of on-the-job learning

5. Improve placement of students by

a. making students aware of local employment demand
b. better matching of student potential and job requirements
c. emphasizing the exploratory nature of part-time placement
d. completely canvassing all opportunities for placement

6. Determine effective methods of evaluating placement efforts by

a. conducting employer and employee follow-ups
b. tabulating the frequency of usage of para-professional personnel by students and employers
c. itemize the cost per placement

The aforementioned objectives were submitted as part of the proposal for funding. As the project developed, however, the Advisory Committee saw fit to amend the objectives to state—

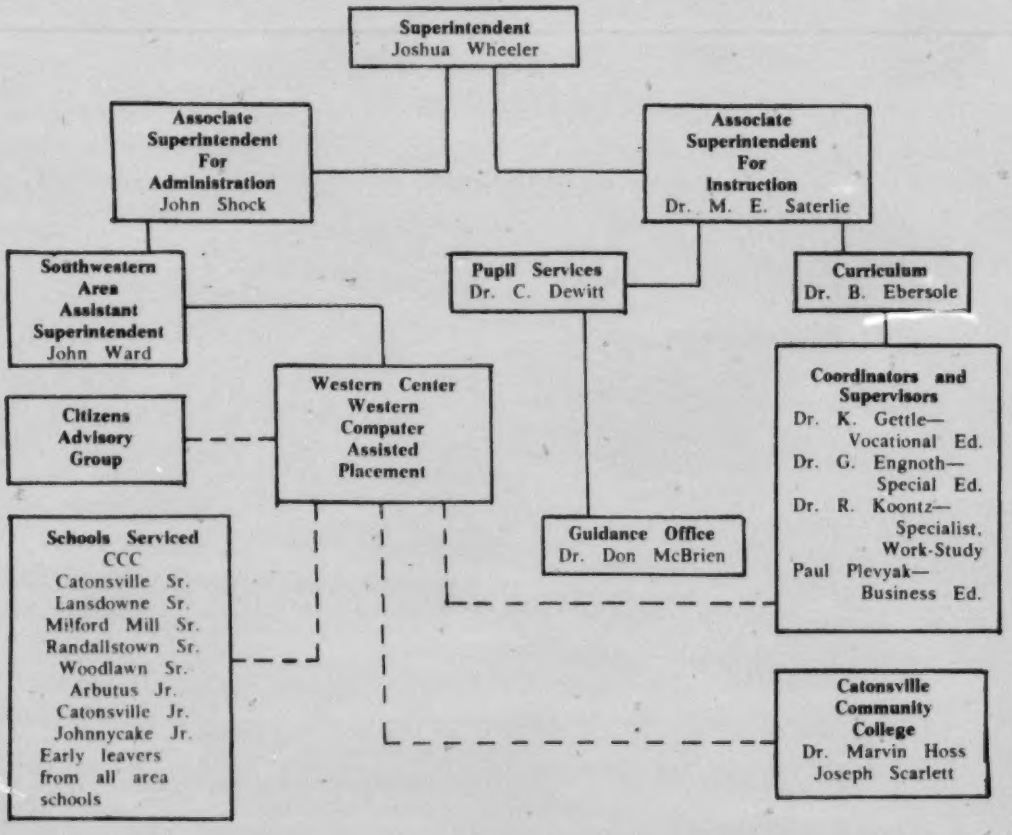
Objectives [Revised]

1. To serve as a job locating service to students for
   a. career exploration through volunteer and paid limited duration positions
   b. permanent placement for graduates and those terminating before the completion of a program
2. To provide employers with a single source of initial contact with potential employees in the Southwestern area of the county to facilitate
   a. controlling the number of students sent to a specific job
   b. making all area employers aware of school-sponsored work programs.
   c. centralizing the operation and administration of placement activities
   d. improving relationships with potential employers
3. To gather and maintain current information on area job needs for
   a. future career planning by students
   b. future vocational-technical planning
4. To assist job coordinators in job seeking functions so that they may facilitate the maintenance of records on student experiences and employer cooperation

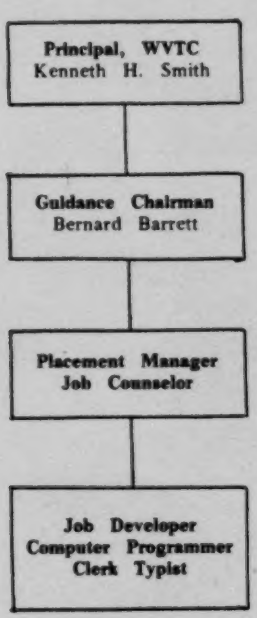
5. Improve placement of students by
   a. making students aware of local employment demand
   b. better matching of student potential and job requirements
   c. canvassing opportunities for placement
6. Determine effective methods of evaluating placement efforts by
   a. conducting employer and employee follow-ups
   b. itemizing the cost per placement (after a few years of operation)
   c. summarizing placement contacts through analyses of transaction reports
7. To provide pre-employment training

Administration

The Western Computer Assisted Placement Service will be under the administration of Western Vocational-Technical Center. Southwestern Area Assistant Superintendent John Ward will have direct administrative responsibility over the placement service. Dr. Donald McBrien, Supervisor of Vocational Guidance, will supervise the guidance program.



WESTERN COMPUTER ASSISTED PLACEMENT SERVICE



Placement Manager and Job Counselor

Areas of Responsibility

1. Supervise the activity of job developers, computer programmer, and clerk-typist.
2. Plan details of collecting and using information.
3. Establish a working relationship with schools and their coordinators of placements.
4. Establish a working relationship with business.
5. Counsel clients who are not in established programs.
6. Establish contact with the State Employment Service
7. Train job development personnel.
8. Develop a system of reporting usable data.

Cooperating Baltimore County Schools

Arbutus Junior High
Catonsville Junior High
Catonsville Senior High
Johnnycake Junior High
Lansdowne Senior High
Milford Mill Senior High
Randallstown Senior High
Sudbrook Junior High
Woodlawn Junior High
Woodlawn Senior High
Western Vocational-Technical Center
Catonsville Community College

Coordination and Dissemination

All activities of this project will be coordinated through the office of the guidance chairman at Western Center as listed on the enclosed organizational chart. Our program has been planned by the joint planning committee, chaired by Dr. Donald McBrien, who will continue to evaluate progress toward the objectives listed. This committee consists of representatives of the offices of Vocational Education, Special Education, Guidance, Catonsville Community College, and all public schools involved in this project.

The Western Computer Assisted Placement Service will be evaluated in terms of its transportability to the four other geographical supervisory areas of Baltimore County. Two of these areas have vocational schools with planning being completed on the other two.

Through the county supervisor of guidance, in-service programs for area counselors will be held to show how the information gathered can be used in career planning. The coordinator of Vocational Education will use the projections of future employment to modify existing programs and for program planning.

Mr. Niel Carey, Specialist in Vocational Guidance for the State of

Maryland, who has assisted Baltimore County in planning this service has assured us that any reports which we generate will receive state-wide publication. Mr. Carey will continue as consultant to the joint planning committee.

Joint Planning Committee
Western Computer Assisted Placement Service

Mrs. Irene Bacharach, Vocational-Special Education Liaison Counselor

Mr. Niel Carey, Specialist in Guidance (Vocational), Maryland State Department of Education (Consultant)

Dr. Karl E. Gettle, Coordinator, Industrial Arts and Vocational Technical Education

Dr. Marvin A. Hoss, Director of Counseling and Advisement, Catonsville Community College

Dr. Ronald G. Koontz, Specialist, Cooperative Education

Dr. Donald McBrien, Supervisor of Guidance, Board of Education of Baltimore County (Chairman)

Mr. Paul P. Plevyak, Coordinator, Business Education

Mr. Joseph A. Scarlett, Director of Career Programs, Catonsville Community College

Mr. Kenneth H. Smith, Principal, Western Vocational-Technical Center

Dr. George T. Gabriel, Director of Educational Research

Evaluation

A copy of this proposal has been delivered to Dr. Walter Mietus, Associate Professor, University of Maryland, who will serve as an external evaluator. He will evaluate in terms of our objectives, providing a public report following one year of operation. After twenty-four months of operation, he will submit a final evaluation.*

The joint planning committee will consider this evaluation and make recommendations based upon the evaluator's report as well as their independent observations.

---

* Federal funding was extended for a six-month period.

Personnel

One Coordinator and Job Counselor

Qualifications for this position would include experience in placement and in staff supervision.

Three Job Developers

We feel that these jobs could ideally be filled by para-professionals who have had experience in business and are the "salesman" type of individual.

One Part-Time Computer Programmer

This person would be someone who is experienced in establishing data processing systems. He would function in setting up the program and the controls needed. In the preliminary stages, he would also supervise the operation of the equipment when in use for our employment office.

Two Part-Time Data Processing Clerks

They will keypunch job information and student applications.

Clerk-Typist

Will answer telephones and handle the general correspondence in the office and be of assistance to the rest of the staff.

(See appendix for Baltimore County Board of Education, Job Description.)

Facilities

The Western Computer Assisted Placement Service is a part of the existing Career Center at Western Vocational-Technical Center. Each cooperating school will use existing office space to house its portion of the operation.

Special Funding Provisions

The accounting system of the Board of Education of Baltimore County is structured to separate special from regular funds. No fees or charges will be collected from Baltimore County students for services offered.

As this is a twenty-four month trial at operating a placement service, a strict cost per placement analysis will be conducted to determine the cost of the various services offered. A continous evaluation will be conducted by the staff of the Board to determine effectiveness. Every effort will be made

to convince the Board of Education of Baltimore County to continue those portions of the services which are productive.

SECTION B

FORMS AND PROCEDURES
WORKING WITH STUDENTS AND COUNSELORS

RELATIONSHIP WITH GUIDANCE DEPARTMENTS

The first contact the Job Developers have with the feeder schools is through the counselors. The counselors know the students and have the knowledge and machinery to identify those students who will soon be seeking jobs. The method of presenting the services within a school will vary from school to school, depending upon the needs of those particular students.

It is hoped that all of the counselors will feel free to call the **WCAPS** office for information or to refer a student at any time. Conversely, the placement office will endeavor to keep in close contact with the Guidance Departments. These contacts can involve informational exchanges about the job market, organization between the departments and, most importantly, the placement office will refer those students they identify as needing further counseling.

The counselors have been making space and time available for the Job Developers to interview prospective employees. In order to accomplish this in a productive manner, the counselors and Job Developers should meet before the interviewing process starts. The methods of publicizing the time and place for these interviews should be agreed upon at this time.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228
788-7353

INTERVIEW SCHEDULE
Sign-up Sheet

The following students are scheduled for an interview with a representative from the WESTERN COMPUTER ASSISTED PLACEMENT SERVICE on _____ 1975. The interview will be held in _____ .

TIME	STUDENT NAME	STUDENT NO.	COMMENTS
8:15 a.m.			
8:30 a.m.			
8:45 a.m.			
9:00 a.m.			
9:15 a.m.			
9:30 a.m.			
9:45 a.m.			
10:00 (Bk)			
10:15 a.m.			
10:30 a.m.		This form is made available to each of the Guidance Departments for use in scheduling students interviews with job developers.	
10:45 a.m.			
11:00 a.m.			
11:15 a.m.			
11:30 (L)			
11:45 (L)			
12:00 (L)			
12:15 p.m.			
12:30 p.m.			
12:45 p.m.			
1:00 p.m.			
1:15 p.m.			
1:30 p.m.			
1:45 p.m.			
2:00 p.m.			
2:15 p.m.			

IS012475R

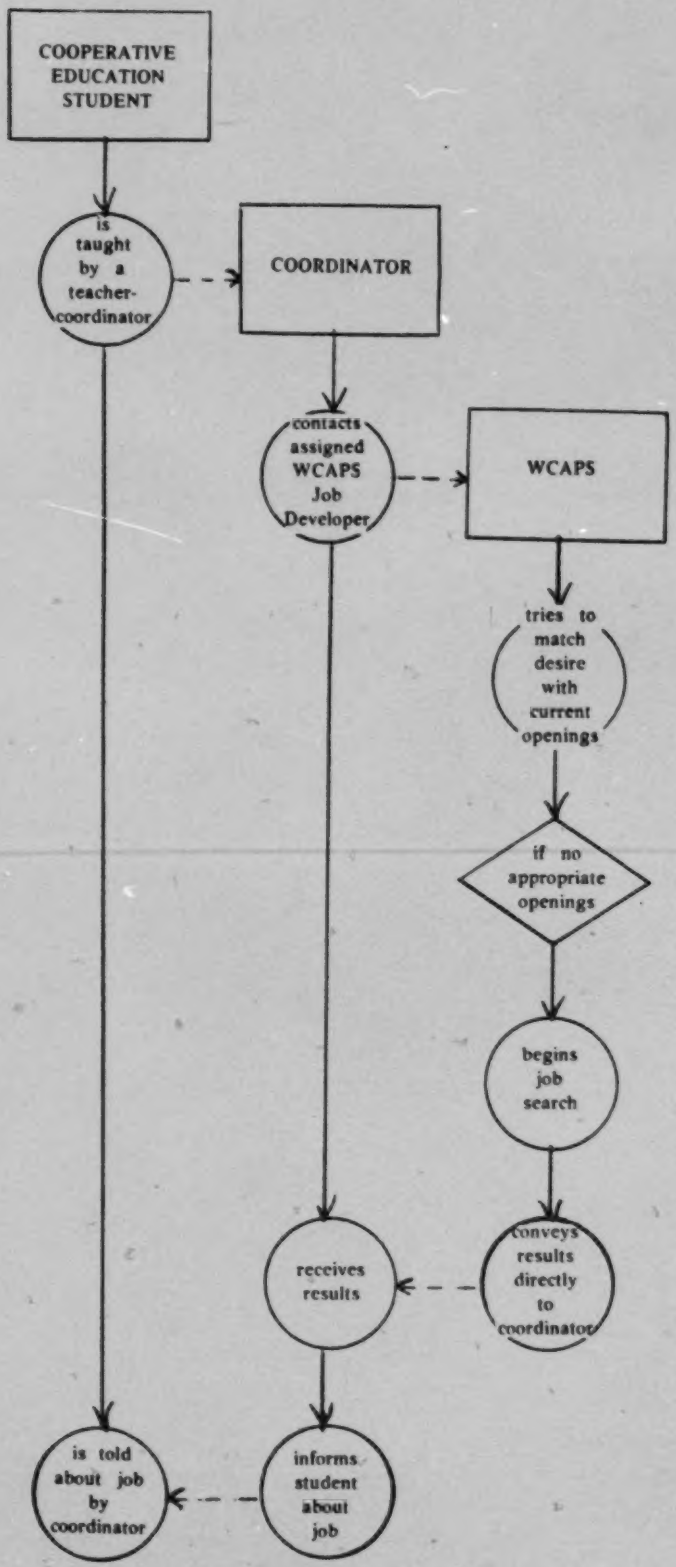
PROCEDURES FOR WORKING WITH STUDENTS

WCAPS was developed to serve four categories of students—

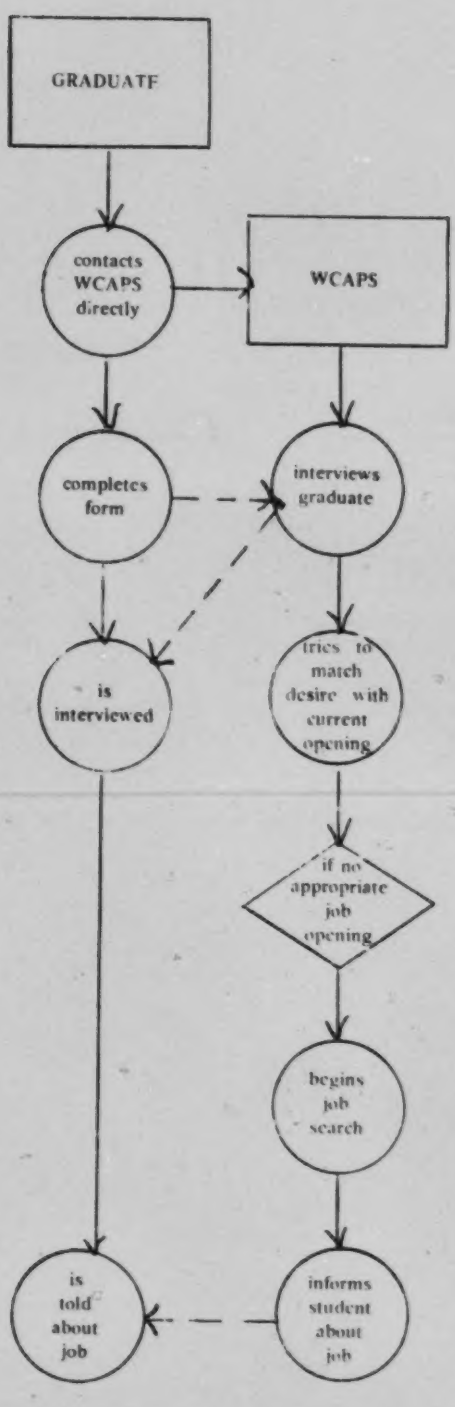
1. Graduates seeking full-time, permanent employment
2. Work/study students through their coordinators
3. Dropouts (early school leavers)
4. Waiver students

The flow charts on the following pages display the procedures for serving each of the aforementioned categories of clients.

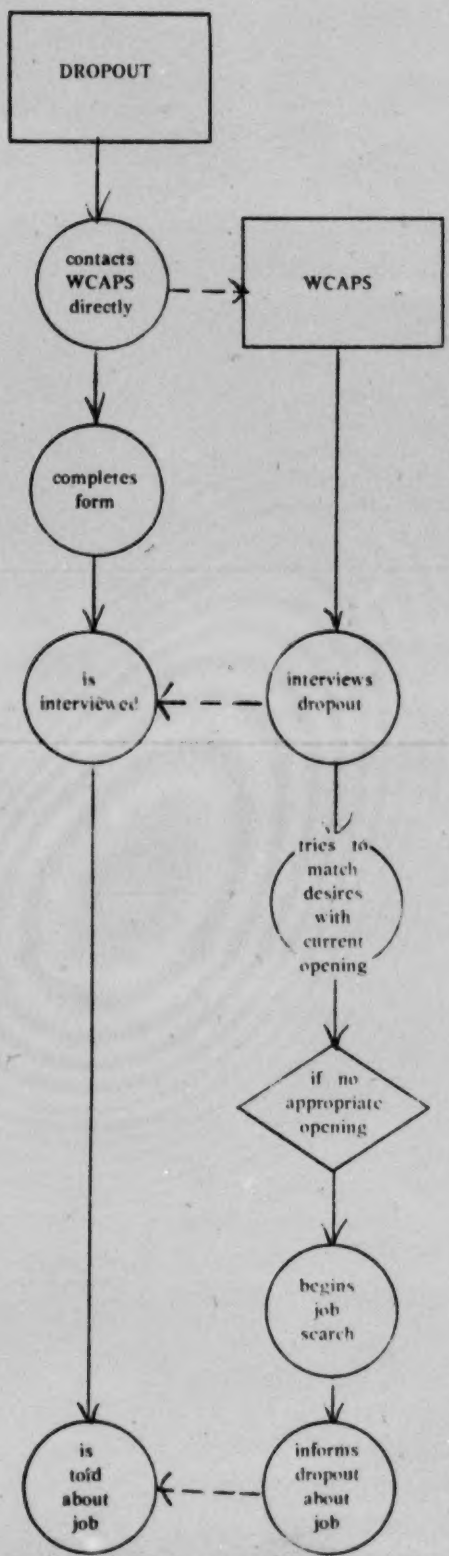
COOPERATIVE EDUCATION STUDENTS SEEKING PART-TIME JOBS



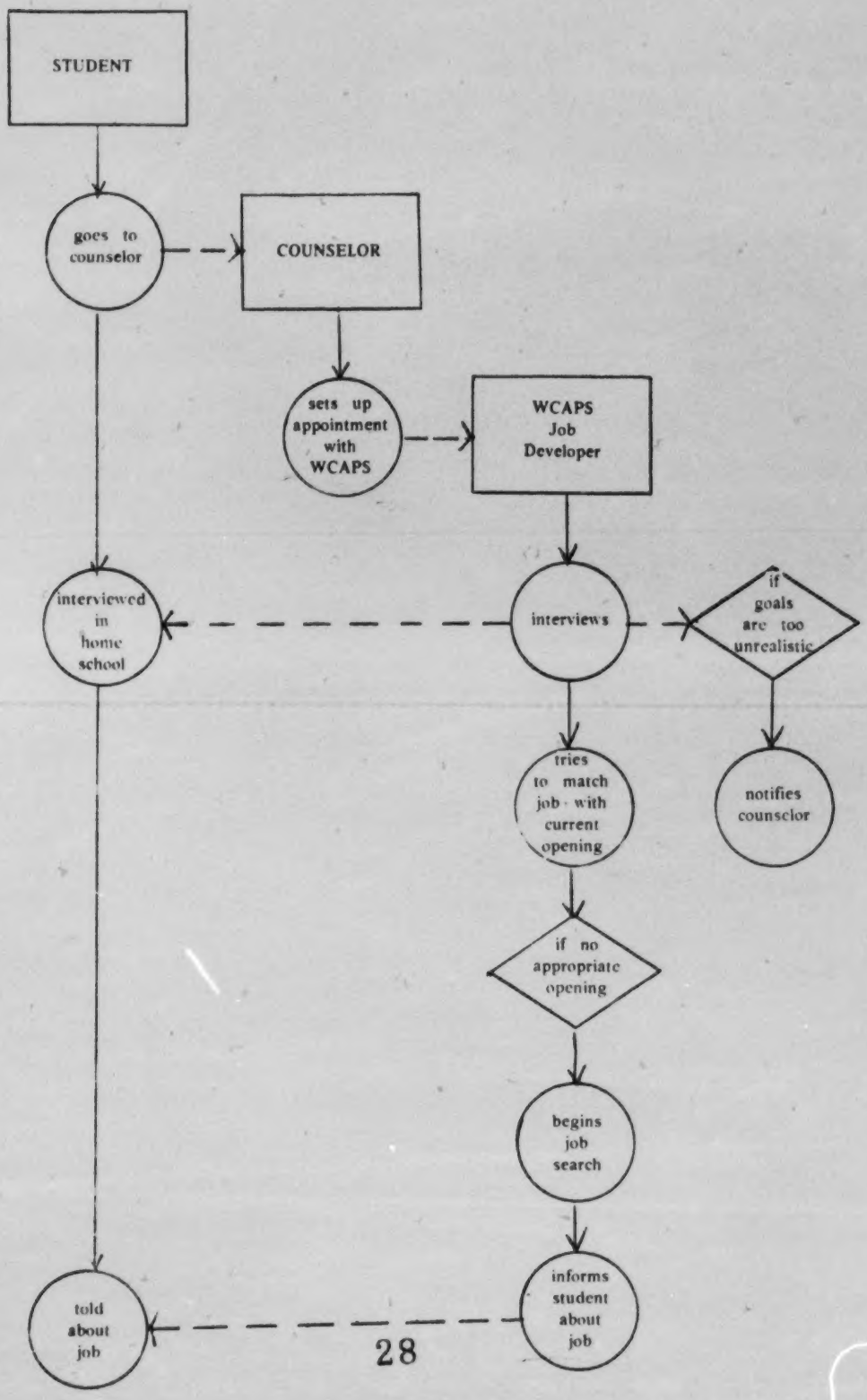
GRADUATES SEEKING FULL-TIME EMPLOYMENT



EARLY SCHOOL LEAVERS, DROPOUTS, STOPOUTS, LOOKING FOR FULL-TIME EMPLOYMENT



FULL-TIME SENIORS LOOKING FOR FULL-TIME WORK UPON GRADUATION



STUDENT INFORMATION FORM

The **Student Information Form** is one of the most important forms in the whole placement process. It is filled out by the student or graduate when he or she is actively seeking help in finding employment. It contains all of the pertinent information pertaining to the student or graduate.

The **Student Information Form** has been designed so that the information can be readily computerized. The form on the following page is the one used during the 1974-75 school year. While the form, shown on the following page (8) had its merits for more practical purposes a new format was designed for use during the second year of operation. The revised form is displayed on page 9.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

STUDENT INFORMATION FORM

DIRECTIONS FOR STUDENTS: Please complete lines preceded with an "X". Other lines will be completed by a member of the staff.

School Number (1-5)_____ Student Number (6-14)_____

X - Social Security Number [ ][ ][ ]-[ ][ ]-[ ][ ][ ][ ]

X - Name Last (15-35) [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] First (36-50) [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] M.I. [ ]

Action (78)_____ A = Add C = Change "S1"

X - Mother's Name_____ Phone No. at Work_____

X - Father's Name_____ Phone No. at Work_____

X - Address: Street (15-44) [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][

X (42) Do you have a job now? Yes(Y)____ No(N)____. If yes, what company?_____ _____ Type of work_____. If no, in what geographic area do you seek employment?_____ How far will you travel?_____miles.

X - (43) Do you have transportation? Yes(Y)_____ No(N)_____

X - (44) Are you interested in working? Part time (1)_____ Full time (2)_____

X - (45) Work experience. Less than 1 year (1)_____ 1 - 2 years (2)_____

X - (46-47) Going to College? Yes(Y)_____ No (N)_____. If yes, and you will be seeking employment, what type? Full time (1)_____ Part time (2)_____

X - (48) Would you like additional assistance in career planning? Yes(Y)____ No(N)____ 'S3

X - COURSE WORK: From the list below, check the preparation courses you have taken or are taking.

(16) Shorthand_____
(17) Chemistry_____
(18) Physics_____
(19) Industrial Arts_____
(20) Bookkeeping_____
(21) Mechanical Drawing_____
(22) Typing_____
(23) Office Practice_____
(24) Home Economics_____
(25) Art II _____
(26) Others_____

X - (27-28) VOCATIONAL PROGRAMS: If you are in a vocational program, write the numb in the following blocks (27)____(28)_____. If you have been in any others, pleas circle the program(s).

(29) C. O. E._____
(30) D. E._____
(31) C. D. P._____
(32) D. O._____
(33) C. O P._____
(34) Child Care_____
(35) Horticulture_____
(36) Auto Body_____
(37) Auto Mechanic_____
(38) Carpentry_____
(39) Data Processing_____
(40) Cosmetology_____
(41) Commercial Foods_____
(42) Office Machines_____
(43) Machine Trades_____
(44) Medical Secretarial_____
(45) Printing_____
(46) Heating, Plumbing, Air____
(47) Sheet Metal_____
(48) Appliance Service_____
(49) Welding_____
(50) Commercial Art_____
(51) Drafting_____
(52) Electricity_____
(53) Clerical_____
(54) Secretarial_____
(55) Other_____

(79-80) 'S4

TO BE COMPLETED BY PROFESSIONAL STAFF

Absence (49-58) 8th_____ 9th_____ 10th_____ 11th_____ 12th_____

Skills Inventory For: (79-80)
Typing 5 min. GWAM_____ Errors_____
Shorthand wpm _____ Errors_____
Keypunching KSPH _____ % accuracy_____

SII274

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

STUDENT INFORMATION FORM

SCHOOL NO. (01–05) STUDENT NO. (06–14)

NAME:

LAST (15–36)

FIRST (37–50) MIDDLE INITIAL (51) Add=A Change =C (S 1, 78 79 80)

ADDRESS:

STREET (15–44)

CITY (45–59) STATE (60 61) ZIP (62–66)

PHONE (67–69) X (70–73) (S 2, 79 80)

DATE OF BIRTH (15–20)

PROGRAM CODES (23 24) (25 26) (27 28) (29 30) (31 32) (S 3, 79 80)

COMMENTS:

OTHER STUDENT INFORMATION

Social Security Number: _____ ___ _____

Transportation:

1. Do you have a car? _____
2. Are you near a bus line? _____
3. Are there locations in which you do not want to work? _____
   Which? _____

Work Experience:

Employer	Job Title	Length of Service
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Are you still employed? _____

Office Skills:

Typing wpm _____ Shorthand wpm _____ Keypunch Strokes Per Hr. _____
Errors _____ Accuracy Rate _____ Accuracy Rate _____

Miscellaneous:

1. What additional **job-related courses** have you taken?

   _____

2. What **hobbies** do you have which you feel will help you in getting a job?

   _____

3. What **hours** will you be available for work? _____

4. What **telephone number** should be called in order to reach you between 9:00 a.m. and 3:00 p.m.?

   _____

REMINDER TO SENIORS FORM

This form was placed into the Senior Survey envelope which is made up before the seniors graduate. These envelopes, with this reminder, will be mailed to the graduates after they are out of school. It is felt that they may be more ready to utilize our services after they have been out of school for awhile, experiencing the adult working world.

WESTERN CAREER CENTER

PLACEMENT, COUNSELING, EVALUATION

ARE YOU LOOKING FOR A JOB?

DO YOU NEED HELP IN CHOOSING AN OCCUPATION?

WOULD YOU LIKE CAREER PLANNING ASSISTANCE?

FOR HELP, CALL OR STOP BY THE WESTERN CAREER CENTER, 100 KENWOOD AVENUE, CATONSVILLE. PHONE: 788-7353.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

JOBS WANTED FOR GRADUATE PLACEMENT *

STUDENT NO.	NAME	PHONE NO.	SCHOOL	D.O.B.**	TRANSPORTATION		WORK EXP.	DESIRED POSITION(S)	PLACED
					YES	NO			
		This form is used for a quick reference for individual schools. It lists those students searching for a job within a certain school, their desired position and situation.							

JFGP031075

* Students who have been interviewed

**Date of birth

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

JOB PLACEMENT REPORT--FULL-TIME PERMANENT EMPLOYMENT 19 GRADUATES

Job Developer _____ Date Submitted _____

SCHOOL NO.	STUDENT NO.	NAME OF EMPLOYEE	H.S. LETTER*	EMPLOYER NAME	EMPLOYER CODE	JOB TITLE	JOB CODE
		This form is designed as a ready reference to identify those students who have been placed full-time.					

JPFTPE072375

*H.S. - High School

B-13

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

_____ APPLICANT REFERRALS

For Interviews

DATE	NAME	SCHOOL	EMPLOYER	COMMENTS *
		This form is used to record the number of times a student is sent for an interview, to whom sent, and the results.		

C/GAR060975

* If refused, comment.

B-14

APPLICANT REFERRAL FORM

The form below is completed by the job developer and is given to the student when he or she has an appointment for an employment interview.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
100 Kenwood Avenue
Baltimore, Maryland 21228
788-7353

APPLICANT REFERRAL FORM

Applicant _____ Home School _____ Grade _____
Company _____
No. _____ Street _____ City _____ State ____ Zip _____
Position _____ Time and Date of Appointment _____
Whom to See _____ How to Reach _____
Phone No. and Ext. _____ Referred by _____ Date _____

SECTION C

PROCEDURES USED IN WORKING WITH TEACHER-COORDINATORS

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PROCEDURES USED IN WORKING WITH TEACHER-COORDINATORS

Regular Contact

1. Regular contact between the placement office and teacher-coordinators will be maintained.
2. Job developers will make regular calls to their assigned schools to determine if the teacher-coordinators need help in job seeking.
3. Teacher-coordinators are requested to call upon job developers to do specific job searching.

Job Leads

1. If a teacher-coordinator needs a position for cooperative education or a work-study student, he should contact WCAPS. (A telephone call will be acceptable.) The job developers will begin searching. A job developer will notify the teacher-coordinator within 48 hours to inform him about the results of the efforts.
2. When a job lead is referred to a teacher-coordinator, he has 24 hours to find a student or students to send for the job interview. (It is often wise to send more than one applicant.) If the teacher-coordinator has not reported back to the placement office within 24 hours to indicate that he has an applicant, the job order will be given to another teacher-coordinator. (This procedure tends to lessen confusion regarding the number of students sent on an interview and assures the employer that he has not been forgotten.) If a student or students are sent for the job interview, their names are recorded (by the job developer) along with the initials of the teacher-coordinator who referred the student. Teacher-coordinators will inform the placement office about the results of the interview as soon as possible after they are known. (All of this information will be entered on the **Job Order Form** maintained by WCAPS for computerization.)
3. Teacher-coordinators are requested to inform WCAPS about any job leads which they cannot fill.

Employer Forms

1. Teacher-coordinators are requested to fill out an **Employer Form** after initial contact with the business has been made. (It is necessary for WCAPS to have these businesses on file in order that a complete mailing list for newsletters, etc. can be maintained.)

2. To assure proper credit in determining prime contacts, teacher-coordinators are requested to fillout an **Employer Form** for all businesses coordinators are requested to fill out an **Employer Form** for all businesses previously contacted and are not on file at WCAPS.

3. After completion according to instructions, **Employer Forms** should be sent to WCAPS so that the information can be keypunched and computerized. (This information will then be easily accessible and will be given to teacher-coordinators upon request in the form of a computer printout.)

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

JOB PLACEMENT REPORT
PART-TIME EMPLOYMENT THROUGH COORDINATORS

Job Developer _____ Date Submitted _____

SCHOOL NO.	STUDENT NO.	NAME OF EMPLOYEE	*H.S. LETTER	EMPLOYER NAME	EMPLOYER CODE	JOB TITLE	JOB CODE	REFERRED TO COORDINATOR
			This form provides an immediate record for quick reference of the leads referred to coordinators.					

JPPTE072375
*H.S.-High School

SECTION D

MATERIALS AND PROCEDURES IN WORKING WITH BUSINESS AND INDUSTRY

PROCEDURES FOR WORKING WITH BUSINESS AND INDUSTRY

There are various procedures used by the placement service in contacting and working with businesses which have proved successful. These include--

1. Using the "classified ads" daily. (This provides us with a listing of specific openings in fields sought by our students and graduates. It also serves as a source to discover new employers, particularly those who have not been contacted.)
2. Looking through the "yellow pages". (The organization makes it convenient when looking for a particular type of business.)
3. Contacting employers who have either hired our students previously or at least have knowledge of our services.
4. Obtaining lists of new businesses from Chambers of Commerce.
5. Utilizing various publications that list businesses by types and Industrial Parks.

When the classified section of the newspaper is used, we mark the jobs which we feel would fit our students' skills and needs. The employer is called on the phone concerning the ad. The job developer proceeds to introduce himself to the company representative and explains the service briefly. We discuss the ways in which we can help each other.

If the employer is interested in our students, we inform him that we will contact students who meet the requirements immediately. Then the appointment can be arranged between the employer and the prospective employees. Naturally, we thank him and offer to visit him in the near future to further explain our services and become more knowledgeable about his operation. We follow up our contact by sending him a descriptive brochure about all of the county's work experience programs.

In most cases, we try to arrange an on-site visit in advance with the employer. The in-person visit is more successful than a telephone conversation. If a job developer goes on an unannounced visit, it should be brief and to the point. He should simply introduce himself and his service, offering to return at a later time to discuss the program more fully. Upon leaving, the job developer usually leaves the descriptive materials and a business card with the employer.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228

Phone: 788-7353

Dear Personnel Director:

During the past year we had the pleasure of discussing with you the services offered by Western Computer Assisted Placement Service (WCAPS). At this time WCAPS is seeking employment for students presently enrolled in high school work-study programs who need part-time positions to complete their credits and last years graduates who are seeking full-time jobs.

The enclosed brochure is a brief description of the WCAPS program, the schools it serves, and a partial listing of occupations in which students are being trained.

Thank you for your continued interest in our placement service and the valuable community service rendered. Should you have a job opening, please consider calling us first. It is our aim to find you the qualified help you need.

Sincerely,

Carol A Tabeling

(Mrs.) Carol A. Tabeling
Job Developer, WCAPS

CAT/ln
enclosure

BROCHURE

The brochure is usually folded into three sections. Sides 1 and 2 are portrayed on pages 4 and 5.

W C A P S WILL...

- Provide a supply of future full-time employees.
- Reduce the cost of basic training.
- Provide job leads which will assist in placing youth into job positions that meet both employers' and students needs.
- Work closely with coordinators, counselors, and other school personnel.
- Work with local businesses to develop work stations for youth.
- Maintain computerized job bank files.

W C A P S WILL BE...

- Available on a year-round basis.
- Available to graduating seniors in specified schools.
- Available to school dropouts.
- Available to businesses and industries seeking employees.
- Available to students seeking part-time work expierence positions.
- A means of providing closer communications between the business world and the schools.

BOARD OF EDUCATION OF BALTIMORE COUNTY

COOPERATING BALTIMORE COUNTY SCHOOLS

Arbutus Junior High
Catonsville Junior High
Catonsville Senior High
Johnnycake Junior High
Lansdowne Senior High
Milford Mill Senior High
Randallstown Senior High
Woodlawn Junior High
Woodlawn Senior High
Western Vocational-Technical Center
Catonsville Community College

INVEST IN FUTURE GROWTH...

EMPLOY YOUTH.....

CALL US.....

Board of Education of Baltimore County

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

100 Kenwood Avenue
Baltimore, Maryland 21228
Phone: 788-7353

Office Hours: 8:30 - 4 p.m.
Year-round

Western Computer Assisted Placement Service

STUDENTS

EMPLOYERS AND

THE COMMUNITY

SERVING THE NEEDS OF:

SIDE ONE

W C A P S...

was established to systematize educational employment relations among Western Area Baltimore County Schools and the business community.

WORK EXPERIENCE PROGRAMS

Baltimore County Schools have a number of programs that help prepare students for entry level occupations. We try to couple this with on-the-job opportunities to further enhance their skills. Employers and students have found this placement to be most helpful.

These programs work with youth in many catagories. Their skills, intellectual interests and financial situations vary, just as in any other random population. The students come from junior high schools, senior high schools, vocational-technical schools and a community college.

Some of the students are able to work full-time during the day, full-time at night or part-time during the day or evening. WCAPS will try to match not only the skill to the job, but will also try to match the students hours with an employer's needs.

CAREERS...

that students explore are on the entry level. The following is a partial list of occupational skill areas in which training is provided:

Agri-Business	Cosmetology	Medical-Secretarial
Assembling	Custodial	Office Work
Auto Mechanics	Data Processing	Photograghy
Body and Fender	Drafting	Printing
Bookkeeping	Electronics	Radio and Television
Building Maintenance	Food Preparation	Retail Sales
Carpentry	Food Service	Stenography
Cashiering	Horticulture	Stock Work
Child Care	Hostessing	Typing
Clerical	Key Punch Operation	Warehousing
Commercial Art	Landscaping	
Construction	Machine Occupation	

There are also career development programs which afford the student the opportunity to explore more professional choices. These include:

Advertising	Fine Arts	Modeling
Architecture	Interior Design	Occupational Therapy
Civil Engineering	Law	
Display Craft	Ministry	

CATONSVILLE COMMUNITY COLLEGE PARTICIPATES

As part of the program WCAPS will work in cooperation with the CCC Placement Service, giving employers an even wider range of applicants.

CCC has included in its regular college curricula over 30 career programs which provide the needed skills for immediate employment in the chosen field.

SIDE TWO

D-5

AN INTRODUCTORY LETTER

March 13, 1975

Mr. Larry Sheely
Memco
16411 Riggs Road
Hyattsville, Maryland 20783

Dear Mr. Sheely:

A new concept in the Baltimore County Public Schools' has arisen-a placement service for work-study students and June graduates.

As a Job Developer for the Board of Education, I am interested in exploring new avenues of employment. I would appreciate the opportunity to discuss with you the various employment possibilities for our high school graduates. Several of our schools are located near the new Memco, opening this spring on Baltimore National Pike.

I would like to make an appointment to explain the programs to you. Hopefully, we will be able to help fill your clerical, retail sales, warehousing , etc. needs. At the same time, you will be performing a community service.

Please feel free to contact me between 8:30 a.m. and 3:30 p.m., Monday through Friday.

Sincerely yours,

(Mrs.) Sylvia Zukerberg
Job Developer, WCAPS

Enclosure

THE EMPLOYER CARD

It is most important to fill the **Employer Card** out fully and correctly when you contact a business. Accuracy is important because this information becomes the backbone of the data bank. This card is filled out by the teacher-coordinators and the job developers. This, of course, includes all of the businesses contacted prior to the openings of WCAPS.

SIDE ONE

Contact Month - Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec 197___ By_____

EMPLOYER CARD

Co. No.: Zip (1-4)_____ D. O. T. (5-7)_____ Seq. (8-10)_____
Kind of Business_____ Located Near_____
Co. Name (11-40)_____ Co. Sort Name (41-47)_____
Street Address (48-77)_____
_____ Action Code (78) A C _____ El
City (11-25)_____ State (26-27)_____ Phone (28-34)_____
Contact Person(s) Title(s)_____

Co. Size (35)_____ 1-5 = 1; 5-25 = 2; 25-50 = 3; 50 - 100 = 4; over 100 = 5
Employment Status (36)_____ Full-time = 1; Part - time = 2 Both = 3
Minimum Age (37 38)_____
Seasons of Employment (39)_____ In School - 1; Summer = 2; Year-round = 3
Type of Person Employed: (Place and "X" on lines applicable)
Dropout (40)_____ Disadvantaged (42)_____ Physically Handicapped (44)_____
H. S. Grad (41)_____ Vocational (43)_____ Slow Learner (45)_____ Vol. (46)_____
OPPORTUNITIES FOR:
C. O. E. (47)_____ D. E. (49)_____ D. O. (51)_____ Other (53)_____
T. & I. (48)_____ C. O. P. (50)_____ Waiver (52)_____

PROGRAM(s)																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
EC1079	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

SIDE TWO

FOLLOW-UP PROCEDURES

DATES	COMMENTS
	57

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PROCEDURES FOR RECORDING DATA ON EMPLOYER CARD

1. For legibility, please block print (in capitals) or type.
2. Circle **contact month.**
3. Fill in last digit of **current year.**
4. Indicate your first initial and least name on the **"by"** line.
5. Record the last four digits of the **Zip Code** in the company number Section. WCAPS will assign the **D.O.T.** and **Seq.**
6. Indicate the **kind of business** and **located near.**
7. WCAPS will supply the **Company Sort Name.**
8. Write in **number** and **street name.**
9. WCAPS will be responsible for the **Action Code.**
10. Write in **City, State,** and **Telephone No.**
11. Indicate contact **person[s]** and **title[s].**
12. Circle **company size** code.
13. Circle **employment status** code.
14. Record the **minimum age** for hiring.
15. Circle the **seasons of employment.**
16. For **type of person employed**, place and "X" on line applicable.
17. WCAPS will handle **opportunities for.**
18. Please circle appropiate **program code**, using code sheet.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

REVISED PROCEDURES FOR EMPLOYER FORMS

1. Record the last four digits of the Zip Code in the 01-04 secion. (WCAPS will fill in spaces 05-10. Explanation being number 13.)
2. Print the Company Name, as it appears in the telephone book, in blocks 11-40.
3. The Sort Name, spaces 41-47, will be filled in by WCAPS.
4. Print the Street Address in spaces 48-77, being sure to leave a space between the street number and the street name.
5. WCAPS will fill in space 78, the **Add** and **Change** space.
6. Under the first double line print the City in spaces 11-25.
7. Record the abbreviation of the State in spaces 26-27.
8. Record the telephone number in spaces 28-34.
9. Record the size of the company in space 35. (Explain how many are employed in that particular building.) Use one of the following codes:

1 -	5 employees = Code 1
5 -	25 employees = Code 2
25 -	50 employees = Code 3
50 -	100 employees = Code 4
over 100	employees = Code 5

10. Using the code sheet, print the appropiate program code in spaces 36-63. These program codes represent the job titles for employment in that business.
11. Record your own coordinator code in spaces 64-65. The following spaces, 66-75, are for other coordinators who visit the company but are not primary contacts.
12. The remaining information is necessary but will not be computerized.
13. At the bottom of the page, record the business operation. If it is a manufacturing company, what does it manufacture; a retail operation, what does it sell? Please be explicit.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

EMPLOYER FORM

COMPANY NO.

ZIP 01 04 D. O. T. 05 07 SEQ. NO. 08 10

COMPANY NAME

11 40

SORT NAME 41 47

STREET ADDRESS

48 77

Add=A
Change=C E 1 78 79 80

CITY 11 25 STATE 26 27 TELEPHONE 28 30 X 31 34

COMPANY SIZE 35

PROGRAM CODES

36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59

60 61 62 63 BYLINES 64 65 66 67 68 69 70 71 72 73 74 75 E 2 79 80

CONTACT PERSON(S) AND TITLE _____

TYPE OF BUSINESS _____

MINIMUM AGE _____

EMPLOYMENT STATUS _____Full-time _____Part-time _____Both

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228

Phone: 788-7353

FOLLOWING UP A VISIT

January 27, 1975

Mr. Robert Banker, Agency Administrator
Sun Life Insurance Company of America
6212 York Road
Baltimore, Maryland 21212

Dear Mr. Banker:

Thank you for allowing me to visit you on Thursday, January 23. I enjoyed chatting with you about our placement service.

If you find that you will be needing additional employees in your business, please call Western Computer Assisted Placement Service (788-7353).

We anticipate much success in making applicant referrals to you.

Yours very truly,

(Mrs.) Sylvia Zukerberg
Job Developer, WCAPS

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228

Phone: 788-7353

Dear Employer:

Much gratitude is extended to you for hiring graduates from Baltimore County Schools.

Our records show that you hired the person whose name is typed on the enclosed follow-up questionnaire. Because we are eager to use the feedback, we would appreciate your completing the form as soon as possible. The stamped, self-addressed questionnaire is designed especially for your convenience in returning it.

Your response is anxiously awaited. Thank you for your cooperation.

Yours very truly,

Constance Y. Brown

(Mrs.) Constance Y. Brown
Manager, W C A P S

CYB/ln

FOLLOW-UP QUESTIONNAIRE

Mr. Employer:

We are interested in helping young people become more productive employees. Your cooperation will help us to achieve that goal!

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

Is this individual still employed by you?

_____

If employed, what strength(s) does this person demonstrate?

_____

If this person is no longer employed by you, please check the section below:

RESIGNED____ LAID OFF____ DISMISSED____

If dismissed, please check the section below:

Poor work habits____ Attitudes____
Attendance_____ Appearance____

Would you like more contact from us? Yes____ No____

Will you use our service again? Yes____ No____

Are you interested in a school work/study program during the next school year? Yes____ No____

Whom should we contact for future dealings?_____

COMMENTS:_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

, Job Developer
WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
788-7353

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

P R E - E M P L O Y M E N T M I N I C O U R S E

at

Milford Mill Senior High School

Introduction

This Pre-Employment Mini Course is under the joint sponsorship of the Western Computer Assisted Placement Service and the Guidance Department at Milford Mill Senior High School. It is designed to assist students in preparing themselves for entrance into the world of work. Various resources will be used throughout the course.

Course Content

The topics listed in the following outline will be developed:

I. Your Occupational Choices
   - A. Interests, Aptitudes, and Abilities
   - B. Qualifications
     1. Skills
     2. Personal Attributes

II. Where to Look for Jobs
   - A. School Placement Offices
   - B. Employment Offices
   - C. Newspaper Advertisements
   - D. City, County, State, and Federal Government
   - E. Direct Calling
   - F. Family and Friends

III. Applying for a Job
   - A. Application Forms
   - B. Letters of Application
   - C. Resume (Personal Data Sheet)
   - D. Interviews
     1. Preparation
        - a. Learning Something About the Company
        - b. Having Specific Job in Mind
        - c. Reviewing in Your Mind Your Qualifications for the Job
     2. Personal Appearance
     3. Information to Take with You
     4. Testing
     5. Questions Often Asked During the Interview
     6. Why People Aren't Hired
     7. Following Up on the Interview

IV. After You Are Hired
   - A. A Good Start
   - B. Your First Pay

V. You, Your Employer, and Your Co-Workers
   A. The Importance of Attitude
   B. What Your Employer May Expect
   C. What You, the Employee May Expect
   D. Getting Along with Co-Workers

VI. Your Progress on the Job
   A. Your Success and Achievement
   B. Performance Review and Evaluation
   C. How to Improve
   D. Terminating the Job

Course Objectives

The student will participate in various activities in order to meet the objectives which follow:

- The student will have a realistic goal for entrance in the world of work.
- The student will know the employment options open to him.
- The student will know where to look for jobs.
- The student will be able to make decisions based on goals.
- The student will be prepared to experience job interviews.
- The student will understand himself better.

Schedule

Students will report to a designated room on the following dates:

Friday, January 9, 1976	Period 2
Monday, February 16, 1976	Period 1
Monday, February 23, 1976	Period 2
Monday, March 1, 1976	Period 3
Monday, March 8, 1976	Period 1
Monday, March 15, 1976	Period 2
Monday, March 22, 1976	Period 3
Monday, March 29, 1976	Period 1

Between January 9 and February 16, the counselor will schedule meetings with the students.

Reward

Upon the satisfactory completion of the Pre-Employment Mini Course, the student will be rewarded with a certificate.

NEWSLETTER

Monthly issues of the WCAPS **Newsletter** highlight the focus of work-study programs and options at Western Vocational - Technical Center and a description of each of the various cooperative education programs. This public relations strategy keeps employers informed about the availability of many potential employees through the educational work-experience programs in some of Baltimore County's schools.

An accounting of a growing list of employers follows:

Month	Employers on Mailing List
October, 1975	1,200
November, 1975	1,309
December, 1975	1,429
January, 1976	1,478
February, 1976	1,483
March, 1976	1,598
April, 1976	1,632

Sample **Neswletters** follow.

NEWSLETTER

OCTOBER, 1975

The Western Computer Assisted Placement Service (WCAPS), located at the Western Vocational-Technical Center in Catonsville, is currently seeking full-time placements for high school graduates. WCAPS is also assisting in the placement of students enrolled in diverse cooperative and work/study programs.

MR. CHARLES PALMISANO, Industrial Relations at KOPPERS COMPANY, INC., graciously agreed to share his feelings about our program.

> "Koppers Company, Inc., Metal Products Division, has been involved with and making use of the product from Western Center's work/study and co-op programs since their inception. Although we have not been able to utilize the full range of programs currently available, it is hoped that with the new physical addition to the center and the planned expansion of the vocational programs Koppers Company will be able to increase its participation in cooperative education.
>
> The success of the students participating in Western's work/study programs has been outstanding in the eyes of the Company. Koppers has used work/study students from the machine shop and drafting areas and they have come to us with a very substantial and practical understanding of the vocational area in which they have been trained. The job knowledge that the Western student brings to the company is a direct result of the realistic and practical training received from Western's staff. The continuing relationship between the center and the business sector will assure the acceptance of Western graduates. As long as Western continues to maintain its high standard of vocational training, there will always be room for qualified work/study students at Koppers Company."

We would like to thank Mr. Palmisano and all of the other employers who have made our program the success it is.

Throughout the next few months this newsletter will highlight the various work-related programs of the participating high schools.

Western Vocational-Technical Center offers twenty-seven different courses varying in length from one to three years. Students enrolled in these courses attend their home schools for one-half day and Western Center for the other half. Near the end of these programs, the Center attempts to place eligible students on-the-job in various businesses and industries. This program has been highly successful with over ninety percent of these students being employed on a full-time basis upon graduation.

Western Vocational-Technical Center offers twenty-seven different courses varying in length from one to three years. Students enrolled in these courses attend their home schools for one-half day and Western Center for the other half. Near the end of these programs, the Center attempts to place eligible students on-the-job in various businesses and industries. This program has been highly successful with over ninety percent of these students being employed on a full-time basis upon graduation.

PROGRAMS OFFERED AT WESTERN VOCATIONAL-TECHNICAL CENTER

Auto Body and Fender
Auto Mechanics
Building Maintenance
Carpentry
Child Care
Commercial Art
Cosmetology
Data Processing
Drafting
Electrical
Electronics
Food Service
Food Service Special
Horticulture
Keypunch
Machine Shop
Maintenance Mechanic
Masonry
Medical Secretary
Offset Printing
Photography
Plumbing
Service Station Operation
Sheet Metal
TV Service Technician
Warehousing
Welding

We are always seeking new positions for our students and will welcome any inquiries. Please call us at:

WESTERN VOCATIONAL-TECHNICAL CENTER
100 Kenwood Avenue
Baltimore, Maryland 21228
Phone: 788-6080

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
100 Kenwood Avenue
Baltimore, Maryland 21228
Phone: 788-7353

NEWSLETTER

NOVEMBER, 1975

WHAT IS D. O. ?

D. O. stands for Diversified Occupations and represents one of the seven work experience programs in Baltimore County schools. D. O. is the oldest work experience program and it has been in existence in the county for twenty-five years.

Related Classroom Instruction

Mel Mossivitz, D. O. coordinator at Milford Mill High, describes D. O. as "A program involving approximately fifty students in either the eleventh or twelfth grades. These students spend two to three hours in school daily and then are released to work. The classroom curriculum is based on instruction in job attitudes, occupational skills, career exploration, consumer economics, and day-to-day living and working experience. These classroom situations are then made more realistic by the students' work experience of fifteen hours or more per week in an entry-level position that is realistic to the students' abilities, goals, and career objectives.

Career Orientation Through On-the-Job Training

The student of Diversified Occupations looks toward the program for varied reasons. Jo-Ann Shepp, secretary for Household Finance Corporation states, "I wanted the experience so that when I go to work after graduation, I will have some work experience...." Frank Martienssen, salesman for Shoe Town, comments, "My job as a salesman and stock clerk is giving me an experience for the future...and I hope to keep this job." Larry Lawrence, stock clerk for Hochschild Kohn, explains, "D. O. offers me the opportunity to become involved in work experience and understanding the working society." Mary E. McClelland, nurse's aide at Randallstown Convalescent Home reports, "I think my work experience is preparing me for the field in which I plan to pursue." Ernest H. Fincham, salesman for Cook United, Incorporated relates, "Cook's experience will prepare me for the world of work in the future."

A Cooperative Relationship

A successful Diversified Occupations program needs a large variety of work stations and a wide scale of positions. Since the program is trying to meet the needs of the student as well as the employer, it is essential that placement of a given student with a given employer be done with great care and thought. Therefore, the teacher-coordinator is constantly searching for opportunities that are desireable for diversified occupation students. Once these students are placed, there is a closely supervised and cooperative relationship between the school and the employers.

COORDINATORS ARE ALWAYS INTERESTED IN SPEAKING TO PROSPECTIVE EMPLOYERS. PLEASE FEEL FREE TO CONTACT ANY OF THE BALTIMORE COUNTY COORDINATORS.

The following are the representatives for the Northwest and Southwest areas:

Mr. Hank Andrion ——— Catonsville Senior High ——— Phone 788-6697

Mr. Brooke Blough
Mr. Edward Budelis > Lansdowne Senior High ——— Phone 242-2049
Mr. Thomas Shea

Mr. Mel Mossovitz ——— Milford Mill Senior High ——— Phone 655-8383

Mr. Rocco Romeo ——— Woodlawn Senior High ——— Phone 265-1264

SOME
POSITIONS HELD BY
D. O. STUDENTS

File Clerk
Telephone Solicitor
Automotive Worker
Production Worker
Food Preparer
Machine Operator
Cashier
Sales Clerk
Office Worker
Maintenance Assistant
Waitress
Stock Clerk
Delivery Personnel
Gas Station Attendant
Nurses Aide

Phone: 788-7353

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Board of Education of Baltimore County
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Baltimore, Maryland 21228

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NEWSLETTER

DISTRIBUTIVE EDUCATION

DECEMBER, 1975

DE--What is it?

DE stands for Distributive Education, a vocational education program that combines work and study for students who have a career interest in distribution and will seek employment in a retail, wholesale, or service business.

DE is a program of cooperation between the business community and the public schools, and it works because there is something in it for everyone. It provides the student with a combination of theoretical and practical job training; it provides the businessman with capable, mature, career-minded employees. The program is directed at people whose needs might otherwise be neglected: people who may not go to college but who want to engage in profitable and challenging careers.

DE Program Structure

On the high school level, DE is available to juniors and seniors interested in entering the business world. It is a complete curriculum supplementing the normally required high school courses. Students attend classes in the morning to gain the theory part of the DE experience. They cover such topics as: economics of distribution, selling techniques, merchandise information, advertising, human relations, market research, and job problems. The students then use the afternoon released time to put classroom learning into practice. Students report to training stations where they receive close supervision by experienced businessmen. It is this guidance and supervision that will, hopefully, enable the student to reach higher goals.

DECA

Leadership development is encouraged in the classroom and through the Distributive Education Clubs of America (DECA). DECA has as its real purpose a program of year-round activities which provide a socially-oriented method of learning the theory and projects of marketing.

DE students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the attitudes of students, for many have no other opportunity to participate in planned activities of the school or to develop responsibilities of citizenship.

DE--What's in it for you?

As a businessman, you can appreciate the fact that DE is about the best source in our community for trained manpower. DE students have not just fallen into the business world; they have chosen to enter it. They are eager and enthusiastic young people who are anxious to try out the theories and skills they have been taught in the classroom.

In addition to the opportunity the DE program can provide for you and your business, it also offers a tremendous service to the youth of our community. It is a workable approach to the challenge of overcoming unemployment and underemployment among members of minority groups. Furthermore, it is a most effective method of conveying an appreciation for and understanding of our free-enterprise system.

WHAT OTHERS SAY

Sue Grimes, a former DE student who is now a buyer for Stewarts had this to say about the program. "DE gave some meaning to high school for me. I just floated along in school until I decided to try DE. This was by far the most beneficial course I have ever taken." Dr. M. Goldberg, owner and manager of A.I.D. Freedom Drugs, has found the DE students to be an asset to his store. He states that, "The DE students that I have employed have had very positive attitudes and personalities and have been very cooperative on the job. I am sure that the students' maturity and friendliness have brought customers into my store".

ATTENTION MR. EMPLOYER!

COORDINATORS ARE ALWAYS INTERESTED IN SPEAKING TO PROSPECTIVE EMPLOYERS.

PLEASE FEEL FREE TO CONTACT ANY OF THE BALTIMORE COUNTY COORDINATORS.

The following are the representatives for the Northwest and Southwest areas:

MR. LOUIS KAMINSKI
Woodlawn Senior High School
Phone: 265-1264

MR. HAROLD SCHAFKE
Lansdowne Senior High School
Phone: 242-2049

Phone: 788-7353

Western Computer Assisted Placement Service
Board of Education of Baltimore County
100 Kenwood Avenue
Baltimore, Maryland 21228

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Attention Personnel Manager

NEWSLETTER

JANUARY, 1976

COOPERATIVE OFFICE EDUCATION

Mr. Employer:

Are you looking for economy in the operation of your business?
Do you seek well-qualified secretarial help?
Do you need someone trained in office procedures and the use of office machines?

If your answer is YES to the above questions, we have a program for you in each of the Baltimore County High Schools to provide such personnel. Through the auspices of the Cooperative Office Education Program, students will be made available to you on a part-time basis. These senior students will be coming to you with a minimum of two years typing experience, several having stenographic skills. They will also have experience on a variety of office machines, telephone techniques, filing, and related office procedures.

In each high school, there is a Cooperative Office Education Program that operates on a half-day basis. As soon as senior students are adequately prepared, they are referred to employers to begin training each afternoon. In school, students will continue their English class and intensive typing and office machines instruction during the morning classes from September through May. Their school schedules should end at noon to allow them to report for afternoon employment.

A unique program is offered at Lansdowne High School to those students who wish to continue their shorthand instruction. In the first semester, they receive intensive pre-employment training in their business classes in addition to their regular academic subjects. During this time, they are also referred to paid jobs in the offices of leading Baltimore and metropolitan area firms. Actual employment, however, does not start until the second semester when they attend school and work on an alternate-week basis, two students being assigned to each training station. During the week students are in school, they have classes with their regular teacher.

Typical impressions from employers and students: Mr. A. D. Karfonta of Household Finance Corporation, "...I have found the students to be good employees and above all anxious to learn. The girls I have worked with have all shown concern toward the business and their work." Terri Klan, a secretary at Social Security Administration, said, "I think the COE program is very helpful and beneficial to students because it gives them on-the-job experience and training. Having a job during the school year also makes it possible to retain the same job after graduation."

FUTURE BUSINESS LEADERS OF AMERICA

The activities of the FBLA provide opportunities for business students to prepare for business and office occupations. Members of FBLA learn how to engage in individual and group enterprises, how to hold offices and direct the affairs of groups, how to work as representatives of youth organizations, and how to compete with their colleagues at the local and national levels. A major objective of FBLA is to develop self-confidence and aggressive business leadership so that future men and women can participate more effectively in business and community life of which they are an intergral part.

Coordinators in each school are always interested in talking with employers about the COE Programs. Please feel free to contact;

Susan Elsen, Lansdowne Senior High School	242-2049
Denzil Huff, Lansdowne Senior High School	242-2049
Genevieve Olds, Randallstown Senior High School	922-1937
Barbara Carney, Woodlawn Senior High School	265-1264

Phone: 788-7353

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Attention Personnel Manager

NEWSLETTER

February, 1976

CAREER DEVELOPMENT PROGRAM

Some Reflections

Would you reflect a moment on this question: How did I decide to do the work I am doing now? Perhaps you knew all along exactly which professional field would be the right one for you. Then you entered a planned program of preparation followed by a series of selected jobs which steadily advanced you to your present position. If this is true, you are indeed fortunate; however, this is far from the real situation with many people.

Now, we see many high school graduates proceeding to institutions of higher learning--involving high costs in time, money, and energy. These graduates are preparing themselves for careers in the fields of their choice, but inquiry reveals that disturbingly high numbers of young people are headed for careers in which they have little real knowledge. Careful, thorough career exploration can help minimize the likelihood of an unhappy choice.

CDP - What Is It?

CDP stands for Career Development Program. This program is a relatively new arrival in the area of cooperative education. Students enrolled in CDP have released time from the classroom to experience realistic career orientation which is made possible by cooperating employers in businesses, institutions, and agencies. During the released time periods, seniors are afforded opportunities to observe, explore, and gain work experience in the professional careers of their choice. In this way, compatibility with a chosen career can usually be assessed early, and, if necessary, a reassessment of goals made.

Should the student decide to prepare for entrance into a particular profession, he or she does so based upon first-hand knowledge and not hearsay or fanciful speculation. As a result of participation in the Career Development Program, a student's educational development is enhanced tremendously.

The Participants

CDP is offered only to seniors who can accept responsibility, have transportation, and do not need the released time to earn money. (Employers do not pay CDP students.) Students may go to stations two to four days per week. One day is spent in a class/seminar at school for discussion, tests, and some research. Care is taken to be certain that the student enrolls in college-preparatory courses.

Growth Projections

At present, this program is offered at Woodlawn Senior High School, and expansion to other schools is expected as budget considerations permit. Commensurate with interests, additional work stations for the students are sought. Currently, student interests reflect a relatively large demand for accounting and dental work stations.

CDP - Would You Like To Cooperate With Us?

Although the program is only in its second year at Woodlawn Senior High School, CDP students have been assigned to a wide-variety of work stations reflecting their interests in fields such as accounting, engineering, forestry, fashion design social work, scientific laboratory work, teaching, and various occupations in the medical profession.

HERE ARE A FEW POINTS MADE BY WORK STATION SUPERVISORS

"It's been a good educational experience for us and the students. We' worked well together, and it has helped the Hospital meet one of its ma goals--service to the community."

Mrs. Anna Dorothy Zink
Director of Training and Development
Baltimore County General Hospital

"Though this was our first experience, I feel it was beneficial to both t student and the CES (Customer Engineering Service) Department."

Mr. John Kaufman, Service Manager
Olivetti Corporation

"It was a privilege to have a young man seeking the same vocation I am in."

Rev. Earl M. Johnson, Pastor
Grace Baptist Church

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

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Attention Personnel Manager

NEWSLETTER

C AREER O RIENTED P ROGRAM

March, 1976

Beginning in Junior High

Cooperative Education is most often thought of as an eleventh- or twelfth-grade offering. But in Baltimore County, it begins in the junior high school at the ninth-grade level and is also offered in the tenth grade at senior high schools. COP is an acronym for Career Oriented Program. Usually, twenty to twenty-five students at a school participate in COP. In addition to their requests for admittance to the program, for a number of reasons, students are invited to join.

COP-9 employs the contained classroom approach. All students receive instruction in Occupational Preparation, Social Studies, English, Math, and Science during the morning hours. The instruction is provided by a teacher-coordinator who also closely supervises the students on-the-job during the afternoon hours.

Due to age and other qualifying factors, COP-9 students do not usually hold paid employment. Instead, they participate in a volunteer-rotational system which involves service to various community agencies. Approximately nine weeks are spent at each of the four training stations. In exchange for the services rendered by students, the agencies, through the aid of a Training Plan, teach the basic skills necessary in the students' selected fields. For example, a student desiring exposure to the job skills necessary to become a cosmetologist, secretary, day-care worker, or retardation aide, might spend nine weeks at Little Sisters of the Poor, Baltimore County General Hospital, Second English Lutheran Day Care Center, and the Baltimore Association for Retarded Citizens' Activity Center in Westview, respectively. Maintenance and store-room experiences might be gained at Baltimore County General Hospital, Kernan Hospital, Catonsville Community College, or one of the local elementary schools. Through this approach, almost any career may be experienced.

Through Grade 10

COP-10 builds upon these foundations. Through entry-level paid employment, students increase their skill, further their exposure, practice acceptable on-the-job behavior, and learn positive attitudes toward work. The teacher-coordinator at the tenth-grade level may or may not teach all students in a contained classroom, but will closely supervise students at their work stations.

WHAT STUDENTS SAY

"I can't believe it's March already, seems like we just started," is a familiar statement heard from students in the Career Oriented Program. As is, "I've done more work in school this year than I did in 7th and 8th grades combined!" Others express verbally the ultimate goals of the Career Oriented Program: "I missed 85 days last year, so far I've only missed 6, and that's because I was really sick; my grades are a lot better, too." "I really wanted to quit school, but not now. I need an education for the job I want."

TESTIMONIALS FROM EMPLOYERS

Mrs. Georgine Sumwalt, Director of Volunteers at Kernan Hospital, sums up employers' feelings when she says, "We know the students have problems when they come to us, but we keep in close contact with the teacher-coordinator; we add some of our own planning and effort; we give the students a new environment and new responsibilities, and we have seen many positive changes." **Mrs. Anna Dorothy Zink, Director of Training and Development at Baltimore County General Hospital** adds, "Sure we've had some problems, but none we couldn't resolve quickly, and most could be turned into positive learning experiences." Students do change and do respond positively to the on-the-job experiences. **Mr. Robert Sugar, Director of the Baltimore Association for Retarded Citizens' Westview Activity Center** illustrates this point, "These students want to learn, want to work, and want to be praised....they deserve it; they can be good workers."

SHOULD YOU EMPLOY A COP STUDENT?

Teacher-coordinators at the ninth- and tenth-grade levels are continually developing training stations to meet the needs of their students. Should you employ a COP student? This is a decision with which local teacher-coordinators would like to help you, please feel free to contact them. They look forward to talking with you and serving you in the future.

Career Oriented Program - 9

Arbutus Junior High	Mr. Ted Shipley	247-1195 or 242-2900
Catonsville Junior High	Mr. Dave Ferrera	788-2068 or 747-5720
Johnnycake Junior High	Mr. Ray McColgan	788-6946 or 747-2721
Sudbrook Junior High	Mr. Don Reuwer	484-3643 or 486-2000
Woodlawn Junior High	Mr. Chuck Prunty	944-4891 or 944-5300

Career Oriented Program - 10

Woodlawn Senior High	Mr. Jim Dillon	265-1264 or 944-5886

788-7353

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Attention Personnel Manager

NEWSLETTER

Mr. Employer:

APRIL, 1976

For the past school year you have been receiving information about the work-experience programs in Baltimore County. Many of you, after having read about these programs, have contacted schools in reference to employing youths from the different programs. For this, we, the work-experience coordinators, and our students are extremely grateful. We sincerely hope that you, too, have benefitted from employing a work-experience student.

At this time, we would like to take this opportunity to summarize cooperative work-experience as it exists in Baltimore County. There are six cooperative education programs from which you might consider employing a student.

Diversified Occupations--D.O. is a senior-year program designed to provide vocational-training opportunities in many vocational areas. Students enrolled in this program work in such fields as warehousing, factory work, maintenance operations, supermarket services, and deliveries.

Distributive Education--D.E. is a two-year sequential program directed toward employment in marketing and distribution of goods and services. A large proportion of the senior students enrolled in this program work as sales clerks, stock handlers, and cashiers.

Cooperative Office Education--C.O.E. is a three-year sequential program which enables business education students to gain employment experience in a beginning office position. Students enrolled in this program work in a wide variety of business offices.

Trade and Industry--T. & I. is a two- or three-year sequential program designed to give senior work-experience students on-the-job training. Additionally, these students receive in-school skills training as part of their classroom experience. Students enrolled in this program work in such areas as automotive maintenance, carpentry, and horticulture.

Career Development Program--C.D.P. is a program for college-bound seniors that enables students to observe, explore, and gain work experience in professional careers. Students enrolled in this program volunteer their time to gain experience in areas such as law, medicine, teaching, clergy, and various social services.

Career Oriented Program--C.O.P. is a ninth- and tenth-grade program. Students enrolled in this program work in such areas as restaurants, custodial units, schools, hospitals, and nursing homes on either a paid or non-paid basis.

All students enrolled in these programs attend classes in their schools for up to three periods a day and then are released to go to their work. The only exception to this is C.O.E., where two students might work on the same job and alternate every other week.

All of the aforementioned programs are taken for credit and are conducted with a close liaison among the student, his school, and his employer.

In each high school there is a cooperative work-experience department under the direction of a department chairman whose main function is to channel the efforts of each member of his staff to make it possible for each student to be given the best opportunity to gain meaningful work experience and to see that each student, in turn, is responsible to his employer and his school.

The concept of a cooperative work-experience department helps ensure that the coordinators' efforts in job development with employers are not duplicated and that prospective employers are not repeatedly approached by different work-experience coordinators representing the various high schools throughout the county.

If you would like more information about any of Baltimore County's cooperative work-experience programs, please contact any of the following department chairpersons in the schools nearest you:

Arbutus Junior High School (C.O.P. only)	Mr. Ted Shipley	247-1195
Catonsville Junior High School (C.O.P. only)	Mr. Dave Ferrera	788-2068
Catonsville Senior High School (D.O. only)	Mr. Henry Andrion	788-6697
Johnnycake Junior High School (C.O.P. only)	Mr. Ray McColgan	788-6946
Lansdowne Senior High School	Mr. Denzil Huff	242-2049
Milford Mill Senior High School (D.O. only)	Mr. Mel Mossovitz	655-8383
Randallstown Senior High School (C.O.E. only)	Mrs. Genevieve Olds	922-1937
Woodlawn Junior High School (C.O.P. only)	Mr. Charles Prunty	944-4891
Woodlawn Senior High School	Mr. Jim Dillon	265-1264

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Attention Personnel Manager

NEWSLETTER

AN EXPRESSION OF APPRECIATION **MAY, 1976**

As the 1975-76 school year nears its end, the students, faculty and staff at Western Vocational-Technical Center would like to express sincere gratitude for the splendid cooperation of hundreds of employers who share in making education at the vocational-technical level more realistic. Employers are to be commended for demonstrating interest in school-aged youth as evidenced by their employing students in work-study situations.

Additionally, thanks and special commendation are extended to employers--

- for evaluating the performance of work-study students and encouraging and assisting them to reach higher levels of occupational competencies.
- for cooperating and reciprocating with Western Computer Assisted Placement Service.
- for the helpful and considerate manner in working with teacher-coordinators.
- for expressing feedback and willingness to serve in advisory capacities on school committees.

DIVERSIFIED VOCATIONAL-TECHNICAL AREAS

Western Vocational-Technical Center prepares students in a diversity of career programs as follows:

AIR CONDITIONING AND REFRIGERATION
AUTO MAINTENANCE AND SERVICE STATION
AUTOMOTIVE MECHANICS
BODY AND FENDER
CARPENTRY
CHILD CARE
COMMERCIAL ART
COSMETOLOGY
DATA PROCESSING
DRAFTING
ELECTRICITY
ELECTRONICS
FOOD SERVICE
HORTICULTURE
KEYPUNCH
MAINTENANCE MECHANIC
MASONRY
MEDICAL SECRETARY
METAL TECHNOLOGY
OFFSET PRINTING
PHOTOGRAPHY
PLUMBING
TELEVISION AND APPLIANCE REPAIR
WELDING

OPPORTUNITIES FOR YEAR-ROUND JOB PLACEMENT

Whenever a student at Western Vocational-Technical Center advances to the consistent demonstration of skills, knowledges, and attitudes which meet entry-level requirements in his or her career programs, the student is recommended for work-study. Work-study scheduling is so flexible at Western Center that it is possible for students to work on a half-day, alternate-week, or fu l-time basis. Since individual students advance to meeting the requirements for entrance into the world of work at different times throughout the year, some students are available to commence their work-study experiences during July and August in addition to the normal school months of September through June.

788-7353--A CONVENIENT NUMBER TO CALL

If vou are looking for entry-level employees with educational backgrounds in the aforementioned areas, kindly call **788-7353**. Any of the following persons will be most happy to take your job order:

Constance Brown, Manager
Karen Neugebauer, Job developer
Linda Schroeder, Job Developer
Carol Tabeling, Job Developer

Western Computer Assisted Placement Service
Board of Education of Baltimore County
100 Kenwood Avenue
Baltimore, Maryland 21228

Nonprofit Org.
U.S. Postage
PAID
BALTIMORE, MD.
Permit No. 6437

Attention Personnel Manager

EMPLOYER FOLLOW-UP CHECK LIST

There are many reasons why students and graduates are not hired. It is important for us to know why so that we may make better placements and address ourselves to improving a student's chances. An immediate follow-up tends to reassure the employer that we are sincere and constantly striving to update our services.

The Job Developers will call the employer on the day following the interview. They will fill in the check list to determine why an applicant is not hired. This information can then be used to help direct that student and to formulate plans, to help future students via the curriculum or added services. The immediate help could come in the form of referring him or her to a counselor or coordinator, planning a conference with a developer or assigning him to a Pre-Employment Mini Course.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

EMPLOYER FOLLOW-UP CHECK LIST

_____ Hired

_____ Not Hired

Reason[s] Applicant Was Not Hired

_____ Poor attendance

_____ Lack of skills

_____ Lack of experience

_____ Failed entry tests
Which ones? _____

_____ Failed to complete application properly

_____ No knowledge of company

_____ Poor personal appearance

_____ Poor career planning

_____ Poor attitude

_____ over bearing

_____ aggressive

_____ conceited

_____ know-it-all

_____ Lack of poise

_____ Lack of confidence

EMPLOYER FOLLOW-UP

The follow-up is an integral part of our whole program. It is sent to all of those employers who have hired a student or graduate. The follow-up is a vehicle that helps us to evaluate our services, our students and graduates and the extent to which a company plans to utilize our services in the future.

Thirty days after a student or graduate has been placed, a card-form questionnaire is mailed to the respective employer along with a cover letter. Upon the return of the questionnaire, the employer name, date of return, and position held by employee are noted,

In addition to providing significant evaluative data, the questionnaire responses furnish valuable feedback for curriculum planning.

SECTION E

PRE-EMPLOYMENT PROCEDURES AND MATERIALS

JOB ORDER FORM

This is the form used by the job developers to record all pertinent information about an available job.

It is then used at the time a graduate, drop-out, or waiver student comes to the placement center seeking employment. The student is informed about what the job is and what skills are required. If he or she is interested, the student's name, school, etc. are written on the job order form, and he or she is given an **Applicant Referral Form** filled out by the job developer. This referral form is for the student; its purpose is to help him remember the time, place, and person to see for the interview.

The job developer should also include his business card so the student can keep in touch with the job developer concerning the results of the interview. The card will also furnish the student with the name of the person to contact for any further assistance the student might need.

SIDE ONE

W C A P S - JOB ORDER FORM

Employer		Openings	Occupational Title
Address		Indus. Code	Employer's Job Title
Phone No.		Duration	Rate of Pay
Person to See		Sex	Hrs. of Work
How to Reach		Age Range	Union
Sum. of Job Duties			Experience
Work Performed			
Equip. Operated			Ed. and Training
Working Conditions			
Skills			Misc. Requirements
Knowledge			
Abilities			
Physical Require-			
			Date / Interviewer

SIDE TWO

Employers Name _____ Date Received _____

Address _____

Referral and Placement Records:

Name of Applicants Referred	Referred By	Date	Age	Sex	Dropout	Student Grad.	Result	Ver. Date

COMMENTS:

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PROCEDURES FOR RECORDING JOB ORDER FORMS

Pink forms will be used when coordinators and job developers initiate contact with employer (by phone or on-site). Yellow forms will be used when employer contacts the placement service. When recording data on **Job Order Forms**, it is important to note as many of the job specifications as possible. Much of this specificity will provide data to simplify matching the applicant to the job.

SIDE I

A. Information Relating To Employer Location And Job Duties

1. Name, address, and telephone number
2. Person to see for appointments and interviews
3. How to reach any landmark that would be helpful in locating business
4. Number of positions available
5. Industrial code to be filled out by job developer
6. Duration of job
7. Specific duties involved in job
8. Equipment operated on job
9. Working conditions; i.e., safety conditions inside and outside of business location, size of working area, pleasant or unpleasant surroundings, etc.
10. Job title
11. Employee's job title
12. Rate of pay
13. Hours of work

    Union—is applicant required to join a union?

B. Employer's Requirements

1. Physical requirements
2. Skills, knowledge and abilities
3. Education and training
4. Miscellaneous requirements
5. Sex
6. Age limits

SIDE II
Coordinator

The employer's name, address, and the date are repeated for the benefit of the keypunch operator.

A. Channeling Job Orders

1. After the essential job order information is recorded, it should be channeled to the WCAPS secretary for proper referral to a coordinator.
2. The coordinator should indicate on the form the applicant(s) referred, the referrer, the date, age, sex, and whether the applicant is a student, dropout, waiver, or graduate.
3. After the applicant is interviewed, the results should be indicated and the verification date should be entered.
4. If an applicant is not available after contacting coordinators, the employer should be notified immediately that WCAPS cannot fill the vacancy. This type of information should be recorded in the **comment** section.
5. After verification of the results has taken place, the coordinator should return the job order to the WCAPS secretary.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

EMPLOYER			
ADDRESS			
PHONE NO.		INTERVIEWER	REF. TO
PERSON TO SEE			RATE OF PAY
HOW TO REACH			HRS. OF WORK
MISC. DUTIES AND REQUIRE-MENTS			

EMPLOYER NO. (30–39)

S or E

JOB NO. (40–44)

JOB D. O. T. (45–47)

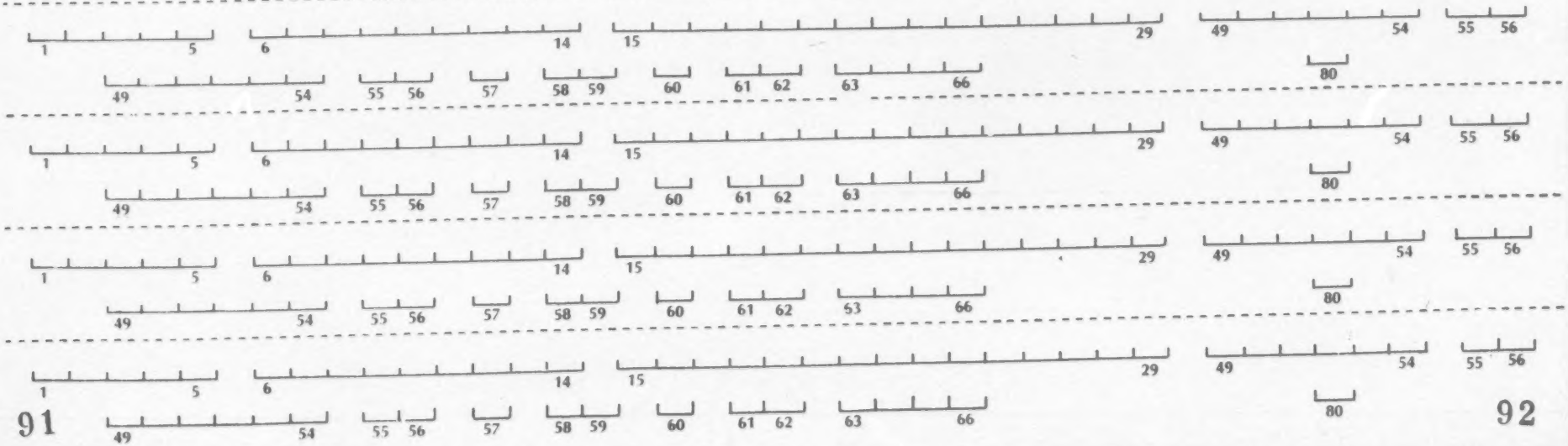
(48)

OCCUPATIONAL TITLE

STUDENTS

Line 1 - School No. 1-5, Student No. 6-14, Student Name (Last name, 1st initial) 15-29, Date Job Referred 49-54, Referral Code 55-56, Column 80 contains T or D (T = Transaction, D = Delete)

Line 2 - Date of Result 49-54, Result Code 55-56, No Int. 57, Student Type 58-59, F/P 60, Hrs. 61-62, Sal. 63-66 Column 80 contains T or D (T =Transaction, D = Delete)



WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

REVISED PROCEDURE TO FOLLOW FROM JOB ORDER TO FILLED POSITION

Graduate Placement

1. Inform student about job opening. (When possible, send at least three applicants.)
2. Notify employer that applicants have been referred.
3. In the meantime, employment interview is scheduled.
4. Record applicant referral on the **Job Order Form.**
5. Record student employment interview on the **Graduate Placement Interview Form.**
6. Follow-up; discover outcome of the interview.
7. Record outcome on the **Graduate Placement Interview Form.**
8. Record outcome on the **Job Order Form.**
9. Release **Job Order Form** for processing.

Coordinator Contact

1. Contact coordinator.
2. Ask if the job order is desired.
3. Record coordinator's name on the **Coordinator Applicant Referral Form.**
4. Record coordinator's name on the **Job Order Form.**
5. Follow-up disposition of the job order and the student sent for the interview.
6. Record outcome on the **Job Order Form.**
7. Release the **Job Order Form** for processing.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PROCEDURE TO FOLLOW FROM JOB ORDER TO FILLED POSITION

Graduate Placement

1. Contact student.
2. Make appointment for student interview.
3. Identify student with the **Student Information Form**.
4. Record student interview on the **Graduate Placement Interview Form**.
5. Find job to fit student or student to fit job. When possible, send at least three applicants for job interview.
6. Make appointment for job interview.
7. Record job interview on the **Graduate Applicant Referral Form**.
8. Record job interview on the **Job Order Form**.
9. Follow-up, discover outcome of the interview.
10. Record outcome on the **Graduate Placement Interview Form**.
11. Record outcome on the **Job Order Form**.
12. Release the **Job Order Form** for computerization .

Coordinator Contact

1. Contact coordinator.
2. Ask if job order is desired.
3. Record Coordinator's name on the **Coordinator Applicant Referral Form**.
4. Record coordinator's name on the **Job Order Form**.
5. Follow-up the disposition of the job order with the student's name sent on the interview.
6. Record outcome on the **Job Order Form**.
7. Release **Job Order Form** for computerization.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PROCEDURE TO FOLLOW FROM JOB ORDER TO FILLED POSITION

Graduate Placement

1. Contact the student.
2. Make appointment for student interview.
3. Identify student with **Student Information Form.**
4. Record student interview on the **Graduate Placement Interview Form.**
5. Find job to fit student or student to fit job. When possible, send at least three applicants for job interview.
6. Make appointment for job interview.
7. Record job interview on the **Graduate Applicant Referral Form.**
8. Record job interview on the **Job Order Form.**
9. Follow-up; discover outcome of interview.
10. Record outcome on the **Graduate Placement Interview Form.**
11. Record outcome on the **Job Order Form.**
12. Release **Job Order Form** for processing.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

CALLS EXPECTED

Name: _____ Date: _____

From Whom	Check if			Message
	Student	Employer	Other	

CE051275

Job developers should fill out this form any time they expect to be away from the office for an extended period of time. This will avoid unnecessary message taking by the person manning the phones.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

WORK ACTIVITIES LOG

Name _____ Week of _____ 197 _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING				
AFTERNOON				
EVENING*				

Job developers should record a synopsis of each day's activities on this form. It is best to fill this form out at the **end** of each day.

WAL011576R

*For those occasions which you appear before groups as a representative of WCAPS.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

ADVANCE PLANNING SHEET

Week of _____

JOB DEVELOPER	DAY	MORNING	AFTERNOON
Karen Neugebauer	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday	Job developers should list any advance appointments on this form. Appointments with employers or the feeder school should be made as far in advance as possible to avoid confusion when weekly work activities are being planned.	
Linda Schroeder	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		
Carol Tabeling	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		

AP010576R

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

CHANGES IN EMPLOYMENT STATUS

VAL. DATE	DATE	STUDENT NO.	HOME SCHOOL	NAME	PROGRAM	NAME OF FIRM	VERIFIED BY
				This form is used to record information about students who participate in work-study from Western Vo-Tech Center **only**.			

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

JOBS NEEDED FOR _____

DATE	NAME	PROGRAM	INTERESTS AND COMMENTS	PHONE NO.
102				103

This form is used for recording the necessary data regarding jobs needed for graduates, dropouts, waiver students, and coordinators.

JNGDWC120575

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

JOB LOG

Job Developer _____ Week of _____ Thru _____ 197__

DATE	BUSINESS CONTACTED	ADDRESS	CONTACT NAME AND TITLE	PHONE NO.	CONTACT		COMMENTS
					SITE	PHONE	

This form is used as businesses are contacted and there exists no present openings. It helps to keep our records current.

* MILEAGE RECORD

Date		Destination	Mileage	Parking	Miscellaneous

E-15

EXPENSE VOUCHER

POSITION

19 MONTH – YEAR

Social Security Number

(Please be sure that the above number is correct: An error will cause delay of mis-direction of payment.)

LAST NAME MIDDLE INITIAL

OFFICE OR SCHOOL

☐ Check here if Office or School is new or has changed since filing your last expense voucher.

EXPENSES PAID DURING THE MONTH

Railroad Fare		
Hotel Nights		
Meals		
* Miles Traveled		
*Parking		
Tolls		
Telephone		
Total		

All reimbursable expenses should be reported on this form. Follow policies & procedures listed in Policy Manual no. 3543 Adm. Reg.–Expense Account. I certify that expenses enumerated below have been incurred by me in performance of my professional responsibilities, that they conform with the policies in the Policy Manual and that they have been paid in full.

Employee signature Date

Home Address:

Approved:
School/Division/Department/Office Date

Budget Code

Reviewed:
Assoc. Supt. Business & Finance Date

* MILEAGE RECORD

Date		Destination	Purpose of Trip - Persons Contacted	Parking	Mileage
					Less Home To Work

Expense reports are monthly recordings of expenses incurred by the job developers while they are out of the office on business. These expenses include mileage, parking fees or calls made back to the office from a pay phone.

Use Reverse Side If Needed

BEBCO 31-33-74

BOARD OF EDUCATION OF BALTIMORE COUNTY, TOWSON, MD.

SECTION F

OTHER FORMS USED FOR INTERNAL OPERATIONS

PRE-EMPLOYMENT SERVICES

It has long been known that many prospective employees are not hired because they are not prepared. This lack of preparation can be represented by poor job skills, poor attitudes and a host of other shortcomings. The Pre-Employment Clinic "idea" tries to help our students recognize their weaknesses and strengths, and to direct them in a way which will make them more employable.

The Advisory Committee expressed its desire to see the clinic functioning at an October, 1975 meeting. The plan for the future calls for the teacher-coordinators and the counselors in the home school to identify the work-bound youth and to organize local school clinics for them.

The Western Vocational-Technical Center is currently utilizing a pilot project in the pre-employment area. Mrs. Sonia Caplan, Career Assistant, has offered to make the organization and results available on request. Mrs. Caplan also has numerous audio-visual aids dealing with the world of work. These commercial materials describe different jobs, the application procedure, the interview process, human growth and development and problems associated with each of the areas.

The Pre-Employment Mini Course emanated from the clinical approach. Mini courses were held at Milford Mill and Lansdowne Senior High Schools during the 1975-76 school year. A brief description of the Pre-Employment Mini Course held at Milford Mill Senior High School appears on the next two pages. Additionally, modified versions of the Pre-Employment Mini Course were offered to groups of students at Western Vocational-Technical Center.

PRE-EMPLOYMENT MATERIALS

1. Ten commandments
2. Poem
3. In school-basic units
4. Interview follow-up check list
5. Wallet reference guide (need to read)
6. Sample application
7. Resume
8. Sample letters used by students seeking employment
9. Seeking a job
10. Audio-visual aids at Western Career Center

THE TEN COMMANDMENTS OF JOB HUNTING

I. Thou shalt not smoke or chew gum during the interview.

II. Thou shalt be neat, clean, and appropriate in dress.

III. Thou shalt leave friends and pets at home.

IV. Thou shalt not bad-mouth previous employers.

V. Thou shalt be on time for thy appointment or interview.

VI. Thou shalt be willing to start at the bottom and be eager to work thy way up.

VII. Thou shalt sit straight, be alert and relaxed, yet don't fall out of thy chair during an interview.

VIII. Thou shalt not be greedy (perhaps thou art not worth $3.50 an hour).

IX. Thou shalt be eager to learn and listen and not be a know-it-all.

X. Thou shalt remember that jobs are not as easy to come by as thou may think.

Board of Education of Baltimore County
WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
100 Kenwood Avenue
Baltimore, Maryland 21228
788-7353

ARE YOU READY?

Are you ready, my friend
To be put on the spot.
To arrive at an interview
Right on the dot?
Say "Yes Sir" and "No Sir"
As nice as can be,
For these are some rules
For the interviewee.

Be prompt;
Be friendly;
Shake hands;
Be firm.
Your attitude is
Your first concern.

Dress neatly;
Be groomed;
Don't blend orange and pink.
Your appearance is noticed
Much more than you think!

Be courteous;
Be witty;
Be smart;
Be prepared.
For questions without answers
Make employers beware!

If you follow the steps
Listed above,
You are ready, my friend,
To start your **NEW JOB!**

WCAPS

IN-SCHOOL-BASIC UNITS

Any or all of the basic units listed below may be used. You may wish to combine sections within the major units to suit your class or school need.

At times, the purpose of the clinic might dictate the use of a survey approach of all the units.

I. Introduction
- A. Objectives of units/clinics
- B. Procedures to be followed

II. Major Areas
- A. Self-assessment
  1. Use booklet,"Resume"
     Materials:Personal Resume Form, Sample Resume, Plastic Overlays-Resume
  2. School grades, in-school training, interest and aptitude test results!
- B. Preparation: Attitude, Outlook Toward Work
  1. Use booklet,"Competition for Jobs"
- C. Job Availability and Knowledge of Job Market
  1. Use booklet,"Want Ads-Hunting Jobs"
  2. Use booklet,"Yellow Pages of Telephone Book"
  3. Use booklet,"Looking For a Part-time Job."
- D. Approach Employer
  1. Use booklet,"The Interview and You"
  2. Use booklet,"Your Application"
  3. Use the application form
- E. Holding a Job
  1. Use booklet,"You're Hired"
  2. Use booklet,"Your First Pay"
- F. Upward Mobility-Promotion
  1. How to move up the ladder
  2. Training opportunities, apprenticeship, private schools, 2-4 year colleges
  3. Public/private employment agencies

THE INFORMATION NECESSARY FOR THESE UNITS CAN BE OBTAINED AT THE WESTERN VOCATIONAL-TECHNICAL CAREER CENTER.

WALLET REFERENCE GUIDE

The wallet reference guide is most helpful for youth seeking employment. The guide contains a listing of basic data normally requested on applications. The job seeker fills it out **before** he leaves for an interview. This form can be obtained from the WCAPS office.

WORK EXPERIENCE (EMPLOYMENT RECORD)

EMPLOYER'S NAME

ADDRESS | LENGTH OF SERVICE

TYPE OF WORK | PHONE NO. | SALARY

EMPLOYER'S NAME

ADDRESS | LENGTH OF SERVICE

TYPE OF WORK | PHONE NO. | SALARY

BOARD OF EDUCATION OF BALTIMORE COUNTY

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

100 Kenwood Avenue Baltimore, Maryland 21228

788-7353

WALLET REFERENCE GUIDE CONTAINING NAMES, ADDRESSES, DATES AND OTHER FACTS FOR YOUR EMPLOYMENT INTERVIEW

NAME _____

NO. _____ STREET _____

CITY _____ STATE _____ ZIP _____

BIRTH DATE | SOCIAL SEC. NO. | DRAFT STATUS

MIL. SERVICE NO.

EDUCATION — NAME & ADDRESS OF SCHOOL	HOW LONG ATTENDED FROM Mo-Yr	TO Mo-Yr	YEAR GRADUATED	COURSE OR DEGREE
GRADE SCHOOL				
JR. HIGH or MIDDLE SCHOOL				
SENIOR HIGH SCHOOL				
VOCATIONAL				
OTHER TRAINING				

ADULT REFERENCES
(NO RELATIVES)

NAME

ADDRESS

CITY PHONE NO.

NAME

ADDRESS

CITY PHONE NO.

NAME

ADDRESS

CITY PHONE NO.

Board of Education of Baltimore County
WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

An Equal Opportunities Employer

SAMPLE APPLICATION FOR EMPLOYMENT

(Please print or type)

POSITION APPLIED FOR _____ **Minimum salary acceptable** _____

Permanent _____ **Part-Time** _____ **Temporary** _____

PERSONAL DATA

NAME _____
Last First Middle (or if female, Maiden)

Home Phone No. _____ **Office Phone No.** _____ **Social Security No.** _____

Present Address _____ **How Long?** _____
Street City State Zone

Last Previous Address _____
Street City State Zone

Are You a Citizen of U. S.? _____

Date of Birth _____ **Number on Your Drivers License, Chauffeurs (MD.)** _____
Month Day Year

Single _____ **Married** _____ **Divorced** _____ **Separated** _____ **Widow(er)** _____

Male ____ **Female** ____ **Height** ____ **Weight** ____ **Number of Dependents: Children** _____ **Others** _____

Have You Ever Been Convicted of Any Violation of Law Other Than Minor Traffic Violations? _____
Yes or No

If So Explain _____
(Use additional sheets if necessary)

Physical Condition _____
Note any impairments

In Case of Emergency Notify _____
Name Relationship

_____
Address Phone Number

EDUCATIONAL DATA

Schools Attended	Dates of Attendance From	To	Circle Highest Grade Successfully COMPLETED	Name and Location of Last Elementary or High School Attended	List Chief Courses Taken
Did you successfully complete					
Elementary Yes ☐ No ☐			1 2 3 4		
Junior High Yes ☐ No ☐			5 6 7 8	If you did not graduate from high school, have you received a State high school equivalence certificate? YES ☐ NO ☐	
Senior High Yes ☐ No ☐			9 10 11 12		

COLLEGE OR UNIVERSITY Give Name and Location of College, University or Professional School	Major and Specialty	Dates Attended From	To	Degree Received? If Yes, Give Title and Date	If No, Number Semester Hours Credit Completed	Years Completed Day	Night

LIST PERTINENT UNDERGRADUATE COLLEGE SUBJECTS COMPLETED	Semester Hours	LIST PERTINENT GRADUATE COLLEGE SUBJECTS COMPLETED	Semester Hours

OTHER TRAINING Give Name and Location of School	Subjects Studied	Dates Attended From	To	Years Completed Day	Night	Did you finish Course?
						Yes ☐ No ☐
						Yes ☐ No ☐

EMPLOYMENT RECORD DATA

Give employment record as completely as possible starting with your present or last employer. (Indicate full or part-time)
(Include Military Service) Attach additional sheets if necessary

1. EMPLOYER	ADDRESS	DATE START	DATE FINISH
TYPE OF BUSINESS	REASON FOR LEAVING	SALARY START	SALARY FINISH
TITLE OF POSITION AND DUTIES:			

2. EMPLOYER	ADDRESS	DATE START	DATE FINISH
TYPE OF BUSINESS	REASON FOR LEAVING	SALARY START	SALARY FINISH
TITLE OF POSITION AND DUTIES:			

3. EMPLOYER	ADDRESS	DATE START	DATE FINISH
TYPE OF BUSINESS	REASON FOR LEAVING	SALARY START	SALARY FINISH
TITLE OF POSITION AND DUTIES:			

May we refer to your present employer? Yes _____ No _____

How soon can you report to work? _____

REFERENCE DATA

Name	Address	Occupation	Years Known
1.			
2.			
3.			

MILITARY DATA

Draft Classification _____ Local Board No. _____ City _____ State _____

Current Reserve Status _____

MAKE SURE YOU HAVE ANSWERED ALL THE QUESTIONS ON THIS FORM. IF YOU HAVE NOT FILLED IT OUT COMPLETELY, IT MAY RESULT IN THE REJECTION OF THIS APPLICATION.

Date _____ Signature _____

RESUME'

Personal

Name _____

Address _____

_____ Telephone No. _____

Age: _____ Date of Birth: _____ Height: _____

Weight: _____ Health: _____

Skills

Education

Graduated from _____ High School, June ___, 197___

Subjects studied:

Experience

School Activities

References (by permission)

SAMPLE "SPECIFIC" LETTER OF APPLICATION

Route One
Sparks, Maryland 21100
(Use Current Date)

Mr. Gene Gray, Manager
Georgia-Plymouth Company
615 South Tryon Street
Baltimore, Maryland 21217

Dear Mr. Gray:

In reading the Baltimore News and Observer Classified Ad section, I see that you have an opening for an auto mechanic. I am very interested in such a position.

I will graduate (or complete my training) in the spring of this year and plan to move to Baltimore very soon thereafter.

I believe with my work experience through the (course name) and my personal interest in the field, I should qualify for such a position. I would definitely want to work with a company that offers as many benefits as you mention in your ad.

If it is convenient for you, I plan to be in Baltimore next Friday and would like to talk to you about this position or one similar. I am enclosing a personal data sheet for further inspection. In case you wish to call, my phone number is 947-5624.

Sincerely yours,

John Brown

SAMPLE LETTER FOR ANSWERING A BLIND AD

4218 Skyview Drive
Catonsville, Maryland 21228
December 7, 1975

Post Office Box 720
Catonsville Journal
Catonsville, Maryland 21228

Gentlemen:

I read, with interest, your advertisement for a baker which appeared in the **Catonsville Journal** on December 6, 1975.

My resume is attached for your consideration. If after reviewing my background, you feel that a personal interview is in order, I can be available at your convenience.

I am looking forward to your reply.

Thank you for your consideration.

Very truly yours,

[Your handwritten signature]

John Doe

Enclosure

SEEKING A JOB

I. **Whom do you know who is working.**

Name Where Working

_____

_____

_____

II. **Are these jobs I would be interested in?** Yes No

What kind of work would I like?

_____

What pay would I expect per week? _____

III. **Do I have to go into the service soon?** Yes No When

WHEN SEEKING A JOB ALWAYS HAVE THE FOLLOWING INFORMATION WRITTEN DOWN.

IV. **Social Security Number** _____

V. **Three references**-List full name, address, telephone number. Example: Priests, Pastors, Teacher, Counselor, Businessmen

VI. **Where I worked before** (full-time or part-time) name, address, telephone

VII. **Were you active in sports, clubs, groups?**
Did you receive any honors in school, elsewhere?
What was your grade point average? class rank?
Why were you absent?
What was your attendance like? How many days absent per year?

VIII. **What qualifications do you have for the job?**

IX. **Have you checked the telephone book?**

Call a business by phone and ask them if they need help. Develop a short speech about yourself before calling. Practice it.

EXAMPLE:

My name is_____. I graduated from _____ High School. While in school I majored in_____(or participated in club, sport, etc.). I would like to work for your company because I(like your kind of work or am interested in learning the job, etc.).

When phoning, your first contact may be with a secretary; ask for someone in personnel. If the business is small, ask for the owner or the person in charge of hiring.

If asked to call back, call back; be aggressive. If they feel you really want to work, they may give you a chance.

You make the difference— your tone of voice, your enthusiasm. Don't be discouraged if it takes time to find a job. Your persistence will pay off.

Keep in touch with the Job Placement Office for your school.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

"Red Hot" Tips on How to Keep Your Job

When you are employed, you and your work will be evaluated at intervals. Also, you and your work will be evaluated when it is time for a pay raise, when promotions are in order, or when dismissals are pending.

Here are 20 tips (suggestions) on how to keep your job. As you review them, rate yourself on each point. The total result should give you a clue as to what your employer's overall judgment of you may be.

1. Learn as fast and as much as you can about the requirements of your employment.
2. Be punctual in reporting to work and absent only when it is absolutely necessary. Notify your employer when you are going to be late or absent.
3. Dress appropriately at all times. Be as businesslike as possible.
4. Be loyal to your employer.
5. Accept criticism without resentment. Everyone makes mistakes, and so will you. Learn by these mistakes, and put forth an honest effort to avoid repeating them.
6. You will, no doubt, have some work assignments that are more interesting than others. Accept your share of the disagreeable chores without complaint, without dragging, and without loafing.
7. Show consideration to people around you. Work in a quiet and helpful manner. Avoid being bothersome.
8. Stay within the limits set aside for coffee breaks and lunch periods.
9. Personal phone calls should be made or received only in cases of emergency.
10. When you are not busy, go to your supervisor for an additional assignment.
11. Be thrifty and careful in the use of company supplies and equipment.
12. Maintain a generally pleasant manner.
13. Limit conversation to business matters during business hours.
14. If you have doubt concerning your job responsibilities, consult your supervisor.
15. Constantly strive for improvement in the performance of your job.
16. Work hard, and do the very best of which you are capable.
17. Progress in business is made through change. Be prepared to adjust to change.
18. "Don't let the cat out of the bag." Keep confidential matters secret.
19. Show initiative.
20. Prepare to take the necessary courses and steps for advancement. Take advantage of every opportunity for cross-training.

SECTION G

SCHOOL PUBLIC RELATIONS

BULLETIN

The **Bulletin** is published on a monthly basis. Each month over 1,200 copies are shared among Board of Education officials and school personnel at each of the participating schools.

The **Bulletin** is designed as an inter-intra school network for disseminating data on such items as placement procedures and activities, job bank data, area job trend analyses, interview techniques, and placement follow-up.

A few of the **Bulletins** follow.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228 Phone: 788-7353

BULLETIN

March 1975

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE-- A BIRD'S EYE VIEW

Baltimore County Secondary Schools are placing increased emphasis on the value of work experience as a part of many students' education while they are still enrolled. Job oriented programs include the following:

C.D.P. - Career Development Program
C.O.P. - Career Oriented Program
C.O.E. - Cooperative Office Education
D.E. - Distributive Education
D.O. - Diversified Occupations
- Special Needs
- Trades, Industry, and Service

Ten years ago, in Baltimore County, there were six work program coordinators. Today, the number of work program coordinators in the Southwestern area alone exceeds twenty. The development and continued growth of work-oriented educational programs in Southwestern Baltimore County have resulted in a confusing situation for employers, with so many coordinators knocking on the same employers' door on a given day.

The Western Computer Assisted Placement Service was established, with federal funding, to systematize educational employment relations in order to accomplish several objectives (with one of them being to eliminate duplicated efforts in making initial contacts with employers).

WCAPS is designed to serve organized educational programs, early school leavers, and graduates seeking full-time employment during its first year of operation. The focus of the Computer Assisted Placement Service is to provide students, through existing programs a method of matching their career goals with an occupational setting where maximum growth will appear. Pre-employment preparation is stressed.

The following secondary schools are now participating in the placement service: Arbutus

(con't page 2)

GRADUATE JOB PLACEMENT

Student Information Questionnaire

To date, Randallstown, Catonsville, Milford Mill, Woodlawn, and Lansdowne seniors have completed student information forms. These forms will be important in placement for permanent entry level employment positions.

Policies and Procedures for Graduates

1. WCAPS will supply Guidance Departments with Interview Forms.
2. Guidance Departments will invite graduates to complete appointment slips.
3. Appointments will be scheduled on sheets with time schedules.
4. Appointment schedules should be channeled to WCAPS.
5. WCAPS personnel will appear at respective schools at designated times. The aftermath of the interview could be (a) placement or (b) referral to Guidance Department for counseling.
6. After graduation, the job seeker should go directly to WCAPS for possible placement.
7. Full-time employment will have priority.
8. If placement does not occur immediately, job seekers should be encouraged to continue their own efforts. If hired, WCAPS should be informed.
9. Placement services will be available to graduates up to one year after graduation.
10. Guidance Departments have indicated a willingness to send brief questionnaire relative to WCAPS assistance in their six-month follow-up surveys.

INTERVIEW SCHEDULES

The initial dates for interviewing '75 graduates seeking full-time employment are as follows:

Catonsville Senior High School
March 4, 7, and 11 - All day

Lansdowne Senior High School
March 17, 18, 19, and 20 - 8:15 to 11:30

Milford Mill Senior High School
March 4 and 7 - 8:15 to 11:30

Randallstown Senior High School
March 6, 10, and 12 - 8:15 to 11:30

Woodlawn Senior High School
March 4, 5, and 14 - All day

THREE BASIC INGREDIENTS

There are three basic ingredients (general objectives) which any successful job placement service should incorporate--

(1) Placement and follow-up services for all youth commensurate with their interests, aptitude , and ability.
(2) Preparation activities directed to all youth exiting school which will enable them to obtain and retain employment.
(3) Development of lines of communication with business and industry which will facilitate the successful entry of youth exiting school into the labor market.

A BIRD'S EYE VIEW (con't from page 1)

Junior High, Catonsville Senior High, Johnnycake Junior High, Lansdowne Senior High, Milford Mill Senior High, Randallstown Senior High, Woodlawn Junior High, Woodlawn Senior High, and Western Vocational-Technical Center. Catonsville Community College is also a participant in this service. When an employer is looking for someone with more advanced technical skill, the job order is channeled to Catonsville Community College.

Western Computer Assisted Placement Service will accumulate area job information. With the aid of a Memorex Computer, employer and student files are maintained. Also, job bank data are updated.

COORDINATORS ASSIGNMENTS

To facilitate communication and a more effective placement service operation, each job developer has been assigned to contact coordinators primarily to discover if placement services are needed.

Mrs. Carol Tabeling

Lansdowne Senior High School
Mr. Edward Budelis Mr. Thomas Shea
Mr. Brooke Blough Mr. Gene Hoover

Arbutus Junior High School
Mr. Ted Shipley

Catonsville Junior High School
Mr. Dave Ferrera

Johnnycake Junior High School
Mr. Ray McColgan

***

Mrs. Sylvia Zukerberg

Lansdowne Senior High School
Mr. Harold Schafke Mr. Denzil Huff
Mrs. Sue Elsen

Milford Mill Senior High School
Mr. Mel Mossovitz Mr. Daniel Terzi

Woodlawn Junior High School
Mr. Charles Prunty

Randallstown Senior High School
Mrs. Genevieve Olds

Western Vocational-Technical Center
Mr. Ray Phoebus Mr. William Eney

***

Mr. Thomas Lucas

Catonsville Senior High School
Mr. Henry Andrion

Woodlawn Senior High School
Mr. James Dillon Mr. Rocco Romeo
Mrs. Barbara Carney Mr. Louis Karmensk
Mr. James O'Donnell

Western Vocational-Technical Center
Mr. Kenneth Burch Mr. Walter Hammond
Mr. Richard Grace

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

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BULLETIN

June, 1975

OPPORTUNITIES FOR YOUTH VOLUNTEERS

A W C A P S staff member visited the Voluntary Action Center of Central Maryland, Inc., which is located in the Rotunda Building at 711 West 40th Street in Baltimore. At the time of the visit, the Voluntary Action Center's files contained over a hundred agencies and organizations that have voluntary positions for youth. Some of the voluntary opportunities available in the Baltimore area are described as follows:

- Plan and execute special events, plan smoking programs and "I Quit Clinics", write and edit newsletters, type and stuff envelopes, and answer telephones.
- Serve as a receptionist, work in gift shop, work in X-ray lab, and perform clerical duties.
- Guide tours of interested groups and show slides and movies.
- Give assistance in the drug education and the public relations programs.
- Serve as a classroom aide and assist with trips.
- Help with patient activities: reading, writing, and running errands.
- Assist nurses and feed patients.
- Work in departments such as physical therapy, occupational therapy, child life, gift shop, X-ray, admissions, remedial reading, music, therapy, and garden therapy.
- Assist with small group activities such as art, arts and crafts, knitting, music.
- Serve as a counselor and assist in the recreation department.

(con't on column 2)

WHY A JOB PLACEMENT SERVICE

While there has always been some type of placement activity in Baltimore County schools in the past, most efforts were directed toward the college-bound student. Heretofore, in the area of college placement, guidance personnel have structured a system for placement. With the non-college bound, in most cases, no organized system has been established. While efforts in college placement are certainly needed, similar services need to be developed for all youth.

Traditionally, academically oriented teachers and counselors have coordinated services for youth within their areas of interest. Today, a more comprehensive school based placement service is needed.

As a result of this thinking, steps leading to the development of the Western Computer Assisted Placement Service are progressing. This placement service is designed to augment, rather than curtail, the development of work experience programs through some centralized coordination in addition to serving early school leavers and graduates who are seeking full-time permanent employment. Various segments of school placement activities need to be coordinated within a systematic structure for job preparation, placement, and follow-up.

OPPORTUNITIES FOR YOUTH VOLUNTEERS (con't)

Since many of the aforementioned positions are filled rather quickly, no agency names are listed. However, if a youth is interested in being involved as a volunteer, he or she can profit by telephoning the Voluntary Action Center of Central Maryland, Inc.-- 467-1600 -- for specific job information and an appointment.

THE EMPLOYMENT SCENE AS REFLECTED BY MARYLAND STATE JOB BANK STATISTICS

Total No. of Openings - 1974	3443	3127	3032	3893	3873
Total No. of Openings - 1975	2487	2545	2468	2346	2468
Difference	- 956	- 582	- 564	-1547	-1405
No. of Openings By Occupation Specific Day - 1975	Jan. 8	Feb. 11	Mar. 5	Apr. 7	May 7
Draftsman	35	32	19	12	26
Programmer	18	22	20	16	7
Horticulturist	1	0	0	0	0
Nurse	32	36	36	24	42
Technician (Medical)	4	9	12	10	15
Illustrator, Art	1	0	0	0	0
Floral Designer	1	2	1	1	5
Go-Go Dancer	1	3	3	1	3
Accountant	2	5	0	2	5
Estimator	4	4	3	2	3
Purchasing Agent	2	1	2	2	4
Managers	31	28	27	20	30
Inspector	6	6	1	2	10
Foreman	5	5	1	15	16
Secretary	55	52	76	26	65
Stenographer	36	28	53	75	46
Typist	32	40	64	64	60
Bookkeeper	5	5	4	9	5
Bookkeeping Mach. Oper.	1	0	0	0	1
Digital Computer Operators	6	8	9	1	3
Key Punch Operators	36	36	19	18	17
Telephone Operators	34	33	0	0	0
Clerks	86	57	40	31	29
Sales	445	363	333	306	360
Domestics	32	24	27	43	63
Porter	55	25	14	22	13
Cosmetologist	5	5	6	6	4
Restaurant Worker	69	58	141	175	167
Laundry/cleaning/dyeing	13	9	10	21	11
Guards	157	126	139	219	202
Machine Operator	29	49	36	32	35
Machinist	188	137	124	153	149
Mechanic	190	162	159	172	106
Employment Interviewer	0	1	3	1	1
Social Worker	0	2	3	6	3
Printing	25	12	10	39	9
Woodworking	15	18	12	2	12
Repairman	29	20	40	72	30
Sewing	33	37	47	30	25
Construction	178	230	229	196	242
Shipbuilding	76	66	49	60	84
Electricians	157	111	94	41	48
Industrial Trades	39	8	38	54	29
Maintenance Help	12	12	4	15	21
Drivers	130	142	240	144	168
Auto Service Station Att'd	9	4	7	7	4
Crane Operators	3	1	0	0	2
Stationary Engineer	33	35	31	0	28
Laborers	12	16	2	29	46
Survey Worker	0	220	200	0	0
Compiler, Directory	0	8	0	0	0
Groundskeeper	0	15	8	4	5
Teller	0	0	0	0	2
Masseur	0	0	0	0	4
Assemblers	0	0	0	0	31

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

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BULLETIN

NOVEMBER, 1975

COORDINATOR ASSIGNMENTS

It is important that regular contact between the placement office and the teacher-coordinators be maintained. More effective communication results when there is a contact person for each coordinator.

Due to a turnover in staff, however, new assignments have been necessitated. The current assignments are as follows:

MRS. CAROL TABELING

Lansdowne Senior High School
- Mr. Edward Budelis
- Mr. Thomas Shea
- Mr. Harold Schafke
- Mr. Brooke Blough
- Mr. Gene Hoover
- Mr. Denzil Huff
- Mrs. Sue Elsen

Arbutus Junior High School
- Mr. Ted Shipley

Catonsville Junior High School
- Mr. Dave Ferrera

Western Vocational-Technical Center
- Mr. Kenneth Burch - Mr. William Eney

MRS. KAREN NEUGEBAUER

Woodlawn Senior High School
- Mr. James Dillon
- Mrs. Barbara Carney
- Mr. James O'Donnell
- Mr. Rocco Romeo
- Mr. Louis Kaminski

Johnnycake Junior High School
- Mr. Ray McColgan

Special Needs
- Mr. Lawrence W. Polk

Western Vocational-Technical Center
- Mr. Dick Grace

MISS LYNDA SCHROEDER

Milford Mill Senior High School
- Mr. Mel Mossovitz

Catonsville Senior High School
- Mr. Henry Andrion

Sudbrook Junior High School
- Mr. Donald Reuwer

Randallstown Senior High School
- Mrs. Genevieve Olds

Woodlawn Junior High School
- Mr. Charles Prunty

Western Vocational-Technical Center
- Mr. Walter Hammond
- Mrs. Caroline Ramirez

TOWARD GRADUATE PLACEMENT

Job placement service for the non-college-bound graduates from Catonsville, Lansdowne, Milford Mill, Randallstown, and Woodlawn Senior High Schools is one of the priorities of WCAPS. The ten steps leading toward graduate placement were listed in the March 1975 issue of the WCAPS Bulletin.

The following tables are indicative of selective aspects of the 1975 graduate interview-hire records as of early fall:

Table I.
WCAPS Graduate Interview Distribution as of August 6, 1975

Graduates Interviewed by WCAPS	88
Times Sent on Employer Interview	146
Graduates Placed	29
Graduates Not Placed	43
Graduates Not Interested in Referral Job	16

Table II. August 7-September 6, 1975

Graduates Interviewed by WCAPS	55
Times Sent on Employer Interview	71
Graduates Placed	17
Graduates Not Placed	38
Graduates Not Interested in Referral Job	12

Table III. September 7-October 6, 1975

Graduates Interviewed by WCAPS	63
Times Sent on Employer Interview	84
Graduates Placed	23
Graduates Not Placed	40
Graduates Not Interested in Referral Job	11

Knowledge of the outcome of an employment interview is mandatory for additional follow-up. A card form for employer follow-up has been designed. This form will be mailed to employers thirty days after placement occurs.

A graduate will be eligible for placement services up to one year after graduation. The Guidance Departments in the participating senior high schools will send reminders about the availability of WCAPS along with their six-month graduate follow-ups. In the months ahead, WCAPS anticipates an incline in the graduate placement record.

POSITIONS HELD BY GRADUATES

The interests and career goals of the non-college-bound members of the graduating classes of the five participating senior high schools (Catonsville, Lansdowne, Milford Mill, Randallstown, and Woodlawn) helped to determine the job search efforts by WCAPS. An analysis of the graduate placement record to date reveals that graduates have been placed in the following positions:

Accounting Clerk
Automobile Body Repairman
Automobile Mechanic
Bus Boy
Carpenter Helper
Clerk-Typist
Computer Programmer
Cook
Desk Clerk
Dietary Aid
Draftsman
Electronic Technician
File Clerk
Floor Manager
Instrument Repairman
Key-Punch Operator
Mail Clerk
Nurse Aid
Office Clerk
Order Taker
Printer
Nurse Aid Trainee
Receptionist
Salesperson
Secretary
Stock Clerk
Utility Technician
Utility Man

POSTERS

Western Computer Assisted Placement Service endeavors to expand its publicity. In this endeavor, as well as others, cooperation is sought.

The posters, publicizing WCAPS, will soon be seen around the halls and classes of Catonsville, Lansdowne, Milford Mill, Randallstown and Woodlawn High Schools. They are the work of six Commercial Art students attending Mrs. Carol Gibson's Session II Class at Western Vocational-Technical Center.

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BULLETIN

DECEMBER

"VEG" COMES TO BALTIMORE COUNTY

Baltimore County Schools scored another first in Maryland this month by sponsoring Vocational Exploration Groups (VEG) during the week of December 8-12 at Western Vocational-Technical Center. The VEG program is a small group experience designed to help individuals explore their job interests, satisfiers and tentative plans, as well as learn more about themselves and the world of work.

The VEG program was conducted by Dr. Robert D. Myrick. Dr. Myrick is on the faculty of the College of Education at the University of Florida, in Gainesville, Florida. Dr. Myrick was assisted by Dr. James Gumaer, of the College of Education at the Virginia Commonwealth University, in Richmond, Virginia.

On Tuesday, December 9, the following people launched their VEG experience from 6:00 p.m. until 10:30 p.m.:

1. Mrs. Barbara Bray, counselor at Woodlawn Senior High School
2. Mr. Donald Lotz, counselor at Randallstown Senior High School
3. Mr. Walt Brown, counselor at Western Vocational-Technical Center
4. Dr. Ronald Koontz, Specialist in Cooperative Education
5. Dr. Donald McBrien, Supervisor of Guidance
6. Miss Emma E. Williams, Coordinator of Guidance

On Wednesday, this same group continued their VEG experience from 8:00 a.m. through 4:00 p.m. to become group leaders.

The trainees served as group leaders on Thursday and Friday, December 11 and 12, while adhering to a typical training schedule as follows:

First Day

- Trainees experienced the Vocational Exploration Group.
- Trainees received instruction in the **leader** tasks.
- Trainees learned responding techniques.
- Trainees participated in role playing as leaders.

Second Day

- There was some student involvement.
- Leader trainees ran practice groups in pairs; one observed and critiqued.
- Observers led practice group; alternate leaders critiqued.
- Feedback and review followed.

On Thursday and Friday, December 11 and 12, the following people were Vocational Exploration Group (VEG) Members:

1. Mrs. Gladys Saunders, counselor at Lansdowne Senior High School
2. Mr. Frank Wynn, counselor at Woodlawn Senior High School
3. Mr. Gunther Stern, counselor at Milford Mill Senior High School
4. Mr. Robert Borland, counselor at Johnnycake Junior High School
5. Mr. Kenneth Karrer, counselor at Woodlawn Junior High School
6. Mr. James Dillon, Career Oriented Program (COP) teacher-coordinator and cooperative education chairperson at Woodlawn Senior High School
7. Mr. Dennis Hill, Career Advisor for CETA (NYC) Manpower Project
8. Mr. Ray McColgan, Career Oriented Program (COP) teacher-coordinator at Johnnycake Junior High School
9. Mr. Frank Dickson, counselor at Pikesville Senior High School
10. Mr. Albert Straub, counselor at Franklin Senior High School
11. Mrs. Carol Tabeling, job developer at Western Computer Assisted Placement Service (WCAPS)
12. Mr. Russell Hopewell, Program Advisor for CETA (NYC) Manpower Project

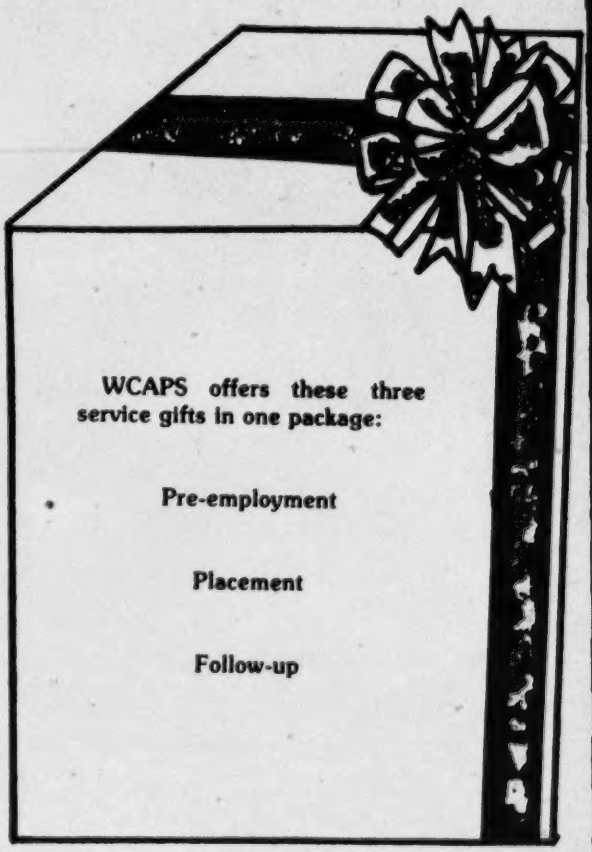
The Activities

The above Vocational Exploration Group(VEG) members explore these three critical links: **Job function**: What is the job like? **Job demands**: What does the job require? **Job satisfactions**: What does the job offer? This kind of **job personification** is the process for the Vocational Exploration Group. Thus, the goal of the VEG Is for each member to understand the man-job relationship and to apply this understanding to himself and his own situation.

The activities are sequenced through a number of structured tasks: (1) The group begins with **inclusion activities** to reduce the fear of exploration. (2) Then it **examines the world of work** via a twofold matrix of job function (data-people or things) and job preparation (training on the job, special skill training or college). (3) Next, the group members **share information** they have about jobs, and use graphic materials to acquire additional job information. (4) Following that, **job demands, job satisfiers**, and **training needs** are explored by recalling past experiences and by studying job information books. (5) The members then expand their choices by relating one job tc several others. (6) Finally, the group focuses on an **individual** plan for each member, encompasing the occupational goal and the next step toward it. At intervals during the sequence, the members fill out a **job inventory** which clarifies their vocational choices and the man-job relationship underlying it. Throughout, carefully designed **visual aids** are employed to enhance the exploration process.

The Aftermath

As a result of VEG being sponsored, Baltimore County now has its own VEG trainers. The group members are equipped with another approach to help students explore career plans and processes.



WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

BOARD OF EDUCATION OF BALTIMORE COUNTY
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BULLETIN

January, 1976

PRE-EMPLOYMENT MINI COURSE LAUNCHED AT MILFORD MILL

January 9, 1976, was the date of the first session of the Pre-Employment Mini Course, which is being held at Milford Mill Senior High School. There were forty-eight students in attendance during the first session.

This Pre-Employment Mini Course is under the joint sponsorship of the Western Computer Assisted Placement Service (WCAPS) and the Guidance Department at Milford Mill Senior High School. It is designed to assist students in preparing themselves for entrance into the world of work.

Various resources will be used throughout the course while exhausting the following major topics: (1) Your Occupational Choices, (2) Where to Look for Jobs, (3) Applying for a Job, (4) After You Are Hired, (5) You, Your Employer, and Your Co-Workers, and (6) Your Progress on the Job.

The final meeting of the class at Milford Mill Senior High School is scheduled for March 29. The in-between dates are as follows:

February 16	Period 1
February 23	Period 2
March 1	Period 3
March 8	Period 1
March 15	Period 2
March 22	Period 3

Upon the satisfactory completion of the Pre-Employment Mini Course, each student will be rewarded with a certificate.

Some students at Lansdowne Senior High School will commence their Pre-Employment Mini Course on January 28.

The **Bulletin** is published by the Board of Education of Baltimore County, Western Computer Assisted Placement Service.

Joshua R. Wheeler, Superintendent
Kenneth H. Smith, Co-Director
George T. Gabriel, Co-Director
Constance Y. Brown, Manager-Editor
Lucille M. Novasio, CompuWriter Operator
Layout Technician-Compositors and Press Operators, Students at Western Vocational-Technical Center

A SAMPLING OF BALTIMORE AREA OPENINGS AND WAGE INFORMATION PERTAINING TO SELECTED OCCUPATIONS DURING THE MONTH OF NOVEMBER, 1975*

	No. of Openings	Pay Scale Min.	Avg.	Max.
Professional and Technical Occupations (Salaried)				
Electronic Engineer	34	26,000	26,000	26,000
Electronic Technician	10	9,734	9,734	9,734
Clerical and Sales Occupations (Salaried)				
Secretary	63	4,680	7,193	16,900
Clerk-Typist	58	4,420	5,673	7,592
Clerk (General Office)	7	4,680	10,154	15,600
Service Occupations (Hourly Wage)				
Counter Girl	8	2.25	2.25	2.25
Guard	30	2.10	2.10	2.10
Machine Trades Occupations (Hourly Wage)				
Machinist	73	3.00	4.52	7.27
Auto Mechanic	6	3.00	3.63	4.00
Bench Work Occupations (Hourly Wage)				
Electronic Equipment Tester	50	6.00	6.00	6.00
Venetian Blind Assembler	25	2.65	2.65	2.65
Structural Work Occupations (Hourly Wage)				
Sheet Metal Worker Apprentice	14	2.25	3.56	4.08
Sheet Metal Worker	17	3.00	4.31	5.00
Shipfitter	15	5.17	5.21	5.58
Electrician Apprentice	51	3.84	3.85	4.50
Carpenter	17	4.00	4.97	6.68
Carpenter Apprentice	45	2.25	2.25	2.25
Maintenance Mechanic Helper	12	3.97	3.97	3.97
Pipe Fitter	50	5.10	5.10	5.10

*State of Maryland, Employment Service, **Baltimore Area Job Trends**, November, 1975.

EMPLOYERS SHARE IN SHAPING DESTINY

Representatives from business and industry share in shaping the destiny of WCAPS through their valuable service on the Employer Advisor Committee. Additionally, some feedback from this advisory group has merit for curriculum planning; for example, committee members are proponents of the Pre-Employment Mini Course being offered to all students.

During a recent meeting attended by employers, a counselor, a teacher-coordinator, and the manager of WCAPS a list of seventeen "Red Hot" Tips on How to Keep Your Job was amended to include the following--

"Red Hot" Tips on How to Keep Your Job

When you are employed, you and your work will be evaluated at intervals. Also, you and your work will be evaluated when it is time for a pay raise, when promotions are in order, or when dismissals are pending.

Here are 20 tips (suggestions) on how to keep your job. As you review them, rate yourself on each point. The total result should give you a clue as to what your employer's overall judgment of you may be.

1. Learn as fast and as much as you can about the requirements of your employment.
2. Be punctual in reporting to work and absent only when it is absolutely necessary. Notify your employer when you are going to be late or absent.
3. Dress appropriately at all times. Be as businesslike as possible.
4. Be loyal to your employer.
5. Accept criticism without resentment. Everyone makes mistakes, and so will you. Learn by these mistakes, and put forth an honest effort to avoid repeating them.
6. You will, no doubt, have some work assignments that are more interesting than others. Accept your share of the disagreeable chores without complaint, without dragging, and without loafing.
7. Show consideration to people around you. Work in a quiet and helpful manner. Avoid being bothersome
8. Stay within the limits set aside for coffee breaks and lunch periods.
9. Personal phone calls should be made or received only in cases of emergency.
10. When you are not busy, go to your supervisor for an additional assignment.
11. Be thrifty and careful in the use of company supplies and equipment.
12. Maintain a generally pleasant manner.
13. Limit conversation to business matters during business hours.
14. If you have doubt concerning your job responsibilities, consult your supervisor.
15. Constantly strive for improvement in the performance of your job.
16. Work hard, and do the very best of which you are capable.
17. Progress in business is made through change. Be prepared to adjust to change.
18. "Don't let the cat out of the bag." Keep confidential matters secret.
19. Show initiative.
20. Prepare to take the necessary courses and steps for advancement. Take advantage of every opportunity for cross-training.

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BULLETIN

February, 1976

WCAPS JOB OPENINGS JANUARY, 1975

Occupational Title	Number of Openings
Bookkeeper	1
Bookkeeping Clerk	1
Carpenter	3
Clerk	1
Clerk-typist	1
Dental Assistant (voluntary)	2
Gas Station Attendant	1
Hostess	1
Keypunch Operator	1
Kitchen Helper	1
Laborer	1
Legal Secretary	1
Mail Clerk	1
Nurse Aid	1
Paper Wrapper	1
Receptionist-typist	1
Salesperson	1
Secretary	8
Stenographer	1
Tire Installer	1
Typist	2
Warehouseman	1

Pertaining to the above job openings, there were twenty-two referrals to graduates, and fourteen referrals to teacher-coordinators. Fifty-seven percent of the referrals to coordinators resulted in job placements, and twenty-seven percent of the referrals to graduates resulted in job placements

The **Bulletin** is published by the Board of Education of Baltimore County, Western Computer Assisted Placement Service

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DID YOU KNOW THESE FACTS?

- WCAPS uses the Memorex 50 Computer System in the Data Processing Department at Western Vocational-Technical Center.
- The computer is used to maintain student and employer files.
- As of February 17, 1976, there were 1,484 employers on computer tape.
- Currently, the employers are categorized according to 275 Standard Industrial Classifications (SIC). (The SIC defines industries in accordance with the composition and structure of the economy.)
- The computer is programmed to list employers alphabetically or by zip code location.
- Each job referral is considered a transaction.
- A computerized transaction report displays the school number, student or coordinator number, student or coordinator name, employer number, job number, job DOT, initiator code, transaction date, result code, student group, full-time or part-time code, hours per week, and the pay rate.
- The transaction report dated February 10, 1976, has 1,086 transactions.
- Returns on graduate placement questionnaires from employers reveal 66 percent still employed.
- The same questionnaires show 93 percent of the employers will use WCAPS again.
- So far, 51 prospective June, 1976 graduates have registered for assistance in obtaining full-time, permanent employment upon graduation. As graduation time grows nearer, registration rates tend to multiply.

EMPLOYER FOLLOW-UPS YIELD FIFTY-THREE PERCENT RETURNS

A survey in January indicated that sixty percent of employers who hired graduates had been sent questionnaires. Approximately fifty-three percent of those questionnaires had been returned by the beginning of February.

Employer responses provide tremendous input for placement service operation. Additionally, the feedback can be used for curriculum planning.

Shown below is a replica of an employer follow-up form.

Mr. Employer:

We are interested in helping young people become more productive employees. Your cooperation will help us to achieve that goal.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

Is this individual still employed by you?

_____

If employed, what strength(s) does this person demonstrate?

_____

If this person is no longer employed by you, please check the section below:

RESIGNED____ LAID OFF____ DISMISSED____

If dismissed, please check the section below:

Poor work habits____ Attitudes____

Attendance____ Appearance____

Would you like more contact from us? Yes____ No____

Will you use our service again? Yes____ No____

Are you interested in a school work/study program during the next school year? Yes____ No____

Whom should we contact for future dealings? _____

COMMENTS: _____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

, Job Developer

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
788-7353

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

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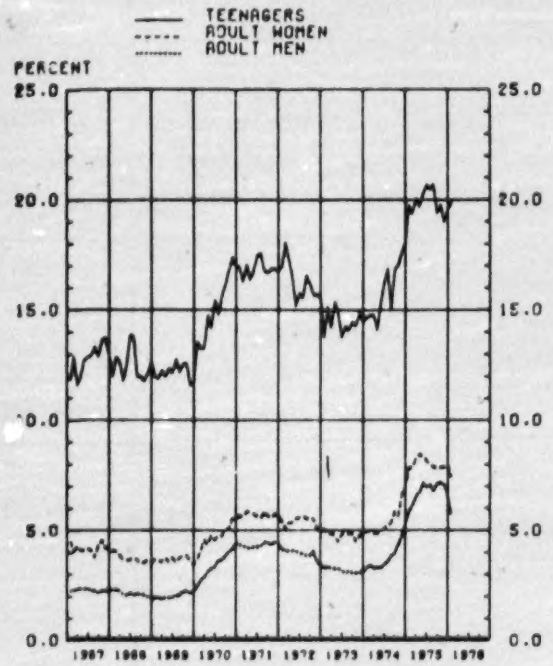
BULLETIN

March, 1976

UNEMPLOYMENT AMONG TEENAGERS STILL THE HIGHEST

Of three classifications of workers (teenagers, adult women, and adult men) the U.S. Labor Department reports the highest rate of unemployment is still among teenagers.* Trends of unemployment for each of the aforementioned classifications of workers from 1967 until the present are reflected in the graph below:



*NEWS, U.S. Department of Labor, Bureau of Labor Statistics, February 6, 1976.

S? OR E? WHAT SHOULD IT BE?

At WCAPS, knowledge of a specific job opening is initiated in one of two ways--an employer calls the placement office to give a job order or a WCAPS staff member makes the contact to find out about an opening. The symbol for an employer-initiated job order is **E**, **S** is symbolic for a job order initiated by a staff member.

(continued - col. 2)

TABLE

DISTRIBUTION OF EMPLOYER* INITIATED JOB ORDERS BY JOB TITLE
[November, 1975 - February, 1976]

Animal Technician	1
Auto Body Repairer	1
Bus Boy	1
Clerk-Typist	3
Computer Operator	1
Cook	1
Data Entry Clerk	3
Dental Assistant	1
Dietary Aid	4
Draftsman	2
Keypunch Operator	3
Kitchen Helper	2
Machinist	1
Medical Secretary	1
Nurse Aid	1
Office Clerk	2
Printer	1
Printer's Helper	1
Secretary	5
Stock Clerk	1
Switchboard Operator	1

*Other job orders were initiated by WCAPS staff members.

(continued from col. 1)

Of course, **E**'s and **S**'s are a part of the computerized transaction report. Such data can be utilized to help evaluate the effectiveness of previous contacts and, certainly, to help determine employer satisfaction. Naturally, in this evaluative process there are variables to consider.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

AN INSIGHT TO A JOB INTERVIEW - QUESTIONS OFTEN ASKED

Your interview will determine, to a large extent, whether you get the job. You should be aware that the employer's objectives in the interview are as follows: (1) To find the best qualified person for the job; (2) To learn as much about you, your experience, and your personality as he can; (3) To tell you about the job for which you are applying.

Usually, the questions the employer asks will depend upon the kind of job for which you are applying. However, you can be reasonably certain that the few questions that are asked will be somewhat similar to the ones listed here.

SOME QUESTIONS ASKED DURING AN EMPLOYMENT INTERVIEW*

Work Interests

- In what type of position are you most interested?
- Why did you choose your particular field or work?
- What type of work would you prefer if you had your choice?
- Why do you want to work?
- What job in our company do you want to work toward?
- Do you like routine work?
- Do you feel that you work better under supervision?
- Would you prefer working in a large or small company?

Educational Interests

- Are you interested in attending college?
- If you were starting college, what courses would you take?

Other Interests

- Do you like to travel?
- Are you interested in research?

Activities

- In what school activities have you participated?
- What extracurricular offices have you held?
- Do you think that your extracurricular activities were worth the time you devoted to them? Why?
- Do you hold membership in clubs outside of the school?
- How did you spend your vacations while you were in school?
- Have you tutored an underclassman?

Company Knowledge

- Why do you think you might like to work for our company?
- What do you know about our company?
- What job in our company do you want to work toward?

Personality Traits

- What do you think determines a person's progress in a good company?
- What personal characteristics are necessary for success in your chosen field?
- Tell me about yourself. Do you prefer working with others or by yourself? Why?
- What kind of boss do you prefer?
- How do you feel about taking instructions?
- Do you feel that you work better under supervision?
- How would you define cooperation?
- With whom do you feel that you will work best?

Course Work and Other Qualifications

- What courses did you like best? Least? Why?
- Do you feel that you have received a good general training?
- What qualifications do you have that make you feel you will be successful in your field?
- Have you ever changed your career interests?
- Do you feel you have done the best scholastic work of which you are capable?
- What are your own special abilities or skills?

Previous Experience

- What aspects of jobs have you enjoyed the most? The least? Why?
- Do you earn your own spending money?
- Can you get recommendations from previous employers?

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*Discussed, amended, and adopted during the WCAPS Employer Advisory Committee Meeting held on February 25, 1976.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

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BULLETIN

April, 1976

PROSPECTIVE 1976 GRADUATES SEEK JOB PLACEMENT ASSISTANCE

As early as January, 1976, WCAPS job developers began some of their visitation schedules for the purpose of registering and interviewing seniors who desire full-time, permanent employment after graduation.

The five participating senior high schools designate a portion of one day a week to accommodate WCAPS. Individual students register for service by completing a WCAPS Student Information Form. Also, the student experiences a pre-employment interview, during which time the interviewee's strengths are observed. This pre-employment interview provides an opportune time to individualize success factors of an actual job interview.

The 1975-76 interview schedule is reflected in the chart below.

SCHOOL VISITATION SCHEDULE FOR INTERVIEWS
Leading to Job Placement for June 1976 Graduates Seeking Full-Time Employment

Schools	Regular Days Each Week	Job Developer
Catonsville Senior High	Friday (effective Feb. 6)	Carol Tabeling Karen Neugebauer
• Lansdowne Senior High	Wednesday (effective Feb. 11)	Carol Tabeling
• Milford Mill Senior High	Monday (effective Jan. 25)	Linda Schroeder
Randallstown Senior High	Tuesday (effective Jan. 6)	Linda Schroeder
Woodlawn Senior High	Tuesday (effective Mar. 2)	Karen Neugebauer

• These schools have a **Mini Course**.

The First Course Session at **Lansdowne Senior** - January 28, 1976

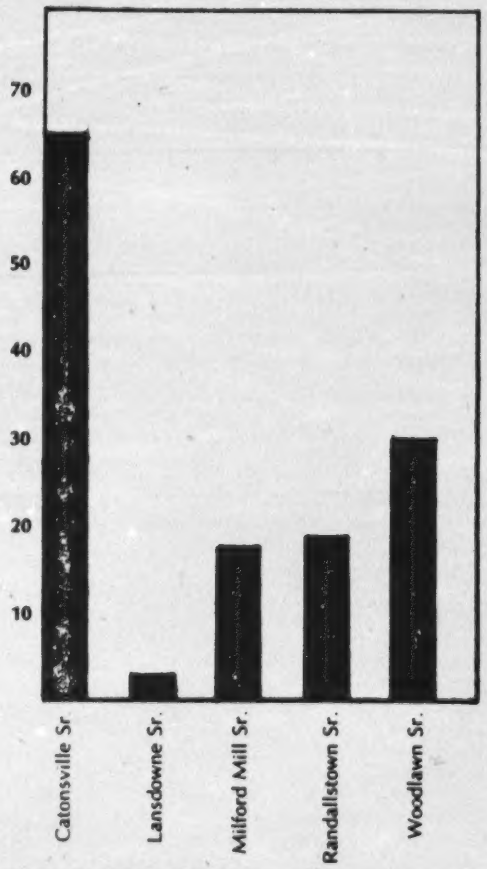
The First Course Session at **Milford Mill** Senior - January 9, 1976

(cont'd col. 2)

(cont'd from col. 1)

As of March 31, one hundred thirty-five seniors had registered for service. Given below is a graphical presentation of the seniors registered by schools as of the aforementioned date.

Prospective 1976 Graduates Seeking full-Time, Permanent Employment Registration by Schools As of March 31, 1976



A Bicentennial Event

It occurred during the Bicentennial Year on Tuesday, April 6. **WCAPS** moved from the trailer to the school building.

VISIT SOON.

MILFORD MILL STUDENTS RESPOND FAVORABLY TO MINI COURSE

Students at Milford Mill Senior High School responded favorably to the Pre-Employment Mini Course which was under the joint sponsorship of WCAPS and Milford's Guidance Department. During the last session which was held on March 29, the twelve students present were given an opportunity to evaluate the Mini Course.

The evaluative questionnaire and a tabulation of student responses follow. Purposely, the students were not requested to give their identity.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PRE-EMPLOYMENT MINI COURSE EVALUATION

Responses from 12 Students

School: **Milford Mill Senior High School** Date: **March 29, 1976**

STUDENT RESPONSES

INSTRUCTIONS A:

Please circle the choice that represents the way you feel about the Pre-Employment Mini Course. You may circle more than one if necessary.

1. The Pre-Employment Mini Course was
   - a. too long 0
   - b. too short 5
   - c. about right 9
2. The information was
   - a. helpful 8
   - b. most helpful 4
   - c. not helpful 0
   - d. useless 0
3. The topics were
   - a. boring 0
   - b. informative 7
   - c. presented well 6
4. In the future, there should be
   - a. more discussion 3
   - b. less discussion 0
   - c. the same amount of discussion 9
5. In the future, there should be
   - a. more films, filmstrips and tapes used 3
   - b. less films, filmstrips and tapes used 0
   - c. the same amount of films, filmstrips and tapes used 9
6. In the future, there should be
   - a. more people from business serving as speakers and discussion leaders 8
   - b. less people from business serving as speakers and discussion leaders 0
   - c. about the same amount of people from business serving as speakers and discussion leaders 4

INSTRUCTIONS B.

Give brief answers to the following questions.

1. What topics do you think were most helpful?
   - All topics 3
   - Job information 1
   - Job hunting 1
   - How to keep the job 2
   - Filling out an application 1
   - What employers look for 1
   - Appearance 1
   - Applying for a job 2
   - How to write a resume 1
   - Interview preparation 4
   - Making a good start 2

STUDENT RESPONSES

2. What topics do you think were least helpful?
   - None 6
   - How to fill out an application 1
3. What other topics should have been covered?
   - Employer-employee relations 1
   - All important things were covered 2
   - Different job opportunities 1
4. Do you think the Pre-Employment Mini Course should be made available to all students?
   - Yes 8
   - No 1
   - Very helpful 1
   - If they feel they need it 1
   - Yes/No, it would lose its impact 1
5. Would you recommend the Pre-Employment Mini Course to an underclassman?
   - Yes 8
   - No 1
   - No, they would not appreciate it as much 1
6. Are you working now?
   - Yes 7
   - No 5
7. Do you want help from WCAPS in finding a job?
   - Yes 5
   - No 6
   - Sounds good to me 1
8. Have you tried to find a job--
   - a. by phoning companies? Yes-1 No-5
   - b. by filling out applications? Yes-6 No-3
   - c. by going for a job interview? Yes-2 No-6
   - d. by contacting friends, relatives, or people who are working? Yes-5 No-0

Comments from one student:

Thank you. It should be longer, or I wish I could take it again.

* * *

A word of thanks to all for their beautiful cooperation.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

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BULLETIN

MAY, 1976

COMPUTERIZATION

Western Computer Assisted Placement Service (WCAPS) is indeed fortunate to have the use of the Memorex-50 Computer System in the Data Processing Department at Western Vocational-Technical Center. The computer system adds much sophistication to file maintenance and report generation. Also, the accounting system for the school job-placement service parallels, to a great degree, present-day business accounting systems. This is another progressive image in education that Baltimore County can proudly boast.

Computerized Files

The basic computer files are as follows:

1. **Student File**—This file contains all of the students who have registered for service and, thus, have encountered a pre-employment interview. Student names, addresses, phone numbers, home school and numbers, dates of birth, and job-related courses and programs are computerized.
2. **Employer File**—This file contains pragmatic data about each employer. This information includes the employer name, address, and telephone number; the Standard Industrial Classification (SIC) Code; company size according to the number of employees; and the program areas in which there are opportunities for job placement. Prime contact persons are also listed for some employers.
3. **Program Maintenance File**—This is a codes file. Codes have been established for coordinators, employers, job descriptions, student groups, school job-related courses and programs, job referrals, hires, and why clients are not interested in a specific job.

Computerized Reports

The following computerized reports have been developed:

1. **Transaction Report**—This report is a composite of the transpirations during the disposition of job orders. A single transaction reflects such items as student or coordinator name number and school; employer number; job order number; job description code; job order initiator code; transaction and result dates; referral and result codes; student-group code; full-time or part-time code; and the rate of pay.
2. **Result Report**—This report is an outgrowth of the transaction report; it is a summary report.

(cont'd col. 2)

EMPLOYER-INITIATED JOB ORDERS

The following table is indicative of the job orders which employers called in to WCAPS during the months of March and April, 1976.

Job Title	Frequency
Carpenter	2
Cashier-Restaurant Helper	1
Clerk-Typist	4
Food Preparer	1
Instrument Repair Trainee	1
Keypunch Operator	5
Kitchen Helper	1
Painter	2
Secretary	1
Service Assistant-Clerk	1
Service Station Attendant	1
Stock Clerk-Salesperson	1
TV Parts Person	1
TV Repairer	1
Transportation Agent	1
Typesetter	1
Typist	1

(cont'd from col. 1)

The report summarizes by program within each school the number of job referrals to students and to coordinators, the number not interested, and the hires and the non-hires. The report displays school totals as well as grand totals.

3. **Reason Report**—This report, too, is a summary report. It reflects by program within each school the number of clients who were not interested in a specific job opening for various reasons. The not-interested reasons are too far, under skilled, unacceptable reason, no transportation, over skilled, no response, unacceptable salary, unacceptable hours, and has job.
4. **Occupational Placement Report**—This report is also a summary report. It spells out the job-description categories and indicates the number of student and coordinator hires as well as the non-hires in prescribed occupational areas. These data are arranged by school. Grand totals are also displayed.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PARTIAL JOB PLACEMENT REPORT

Schools and Coordinators	Sept. 1, 1974 thru May 31, 1975		June 1, 1975 thru April 26,1976	
	REFERRALS	HIRES	REFERRALS	HIRES
Sudbrook Junior High				
Work/Study				
Reuwer, Donald	0	0	6	0
Woodlawn Junior High				
Work/Study				
Prunty, Charles	10	5	0	0
Catonsville Senior High				
Work/Study				
Andrion, Henry	6	0	11	6
Graduates	14	2	81	8
Waiver	0	0	2	1
Totals	20	2	94	15
Lansdowne Senior High				
Work/Study				
Blough, Brooke	2	0	1	0
Budelis, Edward	4	1	4	0
Shea, Thomas	1	0	5	1
Elsen, Sue	4	0	9	5
Huff, Denzil	4	1	11	7
Hoover, Gene	1	0	0	0
Schafke, Harold	9	2	2	1
W/S Totals	25	4	22	14
Graduates	6	4	90	10
Dropouts	0	0	2	0
Combined Totals	31	8	114	24
Milford Mill Senior High				
Work/Study				
Mossovitz, Mel	4	2	18	2
Graduates	5	2	64	9
Waivers	0	0	2	1
Totals	9	4	84	12
Randallstown Senior High				
Work/Study				
Olds, Genevieve	8	1	7	4
Graduates	16	1	25	8
Waivers	0	0	3	0
Totals	24	2	15	12
Western Vocational-Technical Center				
Work/Study				
Burch, Kenneth	20	5	19	9
Grace, Richard	2	1	26	17
Tarr, Gaylord	3	1	2	2
Eney, William	87	53	29	8
Hammond, Walter	11	8	20	7
Ramirez, Caroline	7	5	1	0
Phoebus, Raymond	36	18	0	0
W/S Totals	166	91	97	43
Woodlawn Senior High				
Work/Study				
Romeo, Rocco	7	1	6	1
Carney, Barbara	8	4	0	0
Kaminski, Louis	4	3	4	0
O'Donnell, James	6	6	2	2
Dillon, James	1	1	0	0
W/S Totals	26	5	12	3
Graduates	19	3	102	17
Dropouts	0	0	2	1
Combined Totals	45	18	116	21

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